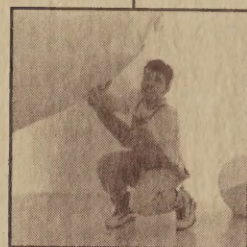
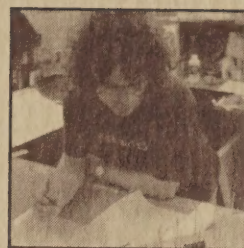


Admissions



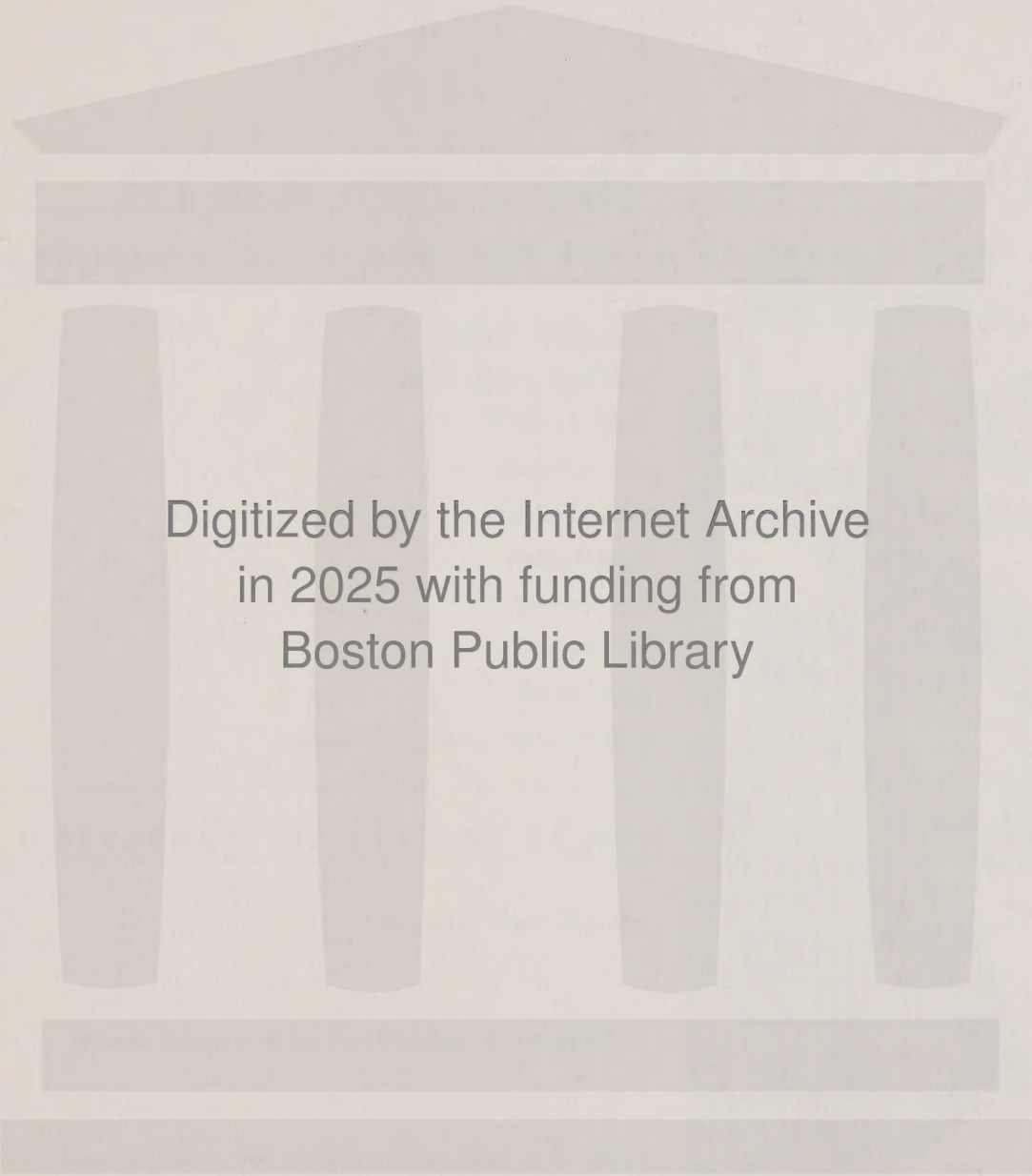
1997/1998

MASSART FACTS



STATISTICAL PROFILE OF MASSACHUSETTS COLLEGE OF ART

1873



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MassArt Facts

STATISTICAL PROFILE OF
MASSACHUSETTS COLLEGE OF ART

Academic Year 1997-1998

MASSACHUSETTS COLLEGE OF ART BOARD OF TRUSTEES 1997-1998

Lindsey Kiang, Chair
Lois Champy, Vice Chair
William J. Bloch
Andree Cordella
Robert Linsky
David Redlick
Thomas Segal
Donald Stull
Simon Young
Danielle Livingstone, Student Trustee

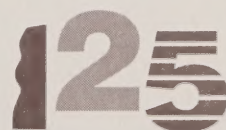
MASSACHUSETTS COLLEGE OF ART

Katherine Sloan, President

Johanna Branson, Senior Vice President, Academic Affairs

Mary Spolidoro, Vice President, Administration & Finance

Paul McCaffrey, Vice President, Student Development & Community Affairs



MASSACHUSETTS
COLLEGE OF ART
1873-1998

Introducing MassArt Facts...

The third edition of MassArt Facts presents a snapshot of the college as it celebrates its 125th anniversary.

This factbook provides data for planning and reporting purposes, and serves as a source of consistent answers to frequently asked questions about MassArt; this edition uses data for academic year 1997/98. A brief history of MassArt and the college's new mission statement have been added, to place the numbers presented here in a richer context. Some sections have been expanded in response to common information requests.

Most of the facts in this profile are quantitative. They will provide answers to questions that take the form "How many...(students, faculty, dollars, etc.) are there at MassArt?", or "How has the number of (students, graduates, etc.) changed in the past few years?" There are charts that classify and count students and staff, and graphs that provide visual representations of the relative sizes of groups or of changes over time. The numbers are descriptive in nature. They don't in themselves answer inferential questions why has enrollment gone up, or what will it be next year but they can provide clues about plausible answers, and serve as benchmarks for testing hypotheses.

As in previous years, a standard census date for student enrollment has been used. Most Fall 1997 statistics were generated with data that was frozen as of the end of the drop/add periods for Day and PCE programs, at about the last week of September. Data from prior years was gathered from standard reports (federal IPEDS and state BHE reports) prepared at comparable points in fall semesters. Past data is adequate to show overall trends, but is not always precisely consistent with current data.

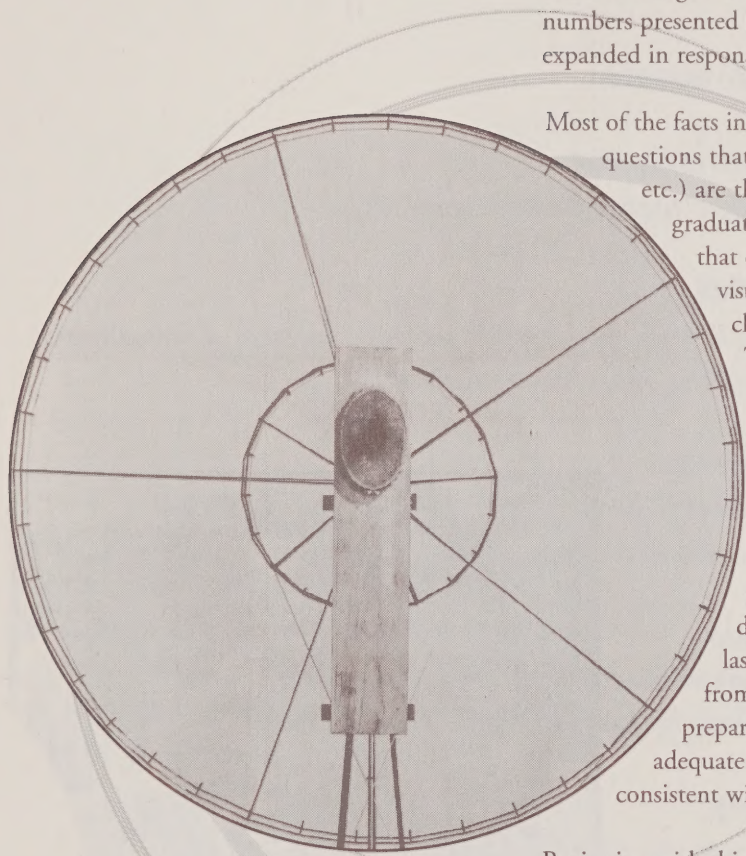
Beginning with this edition, MassArt Facts will be published on a two year cycle; most data about the college does not change significantly in a single year. A brief interim update of the most critical data elements will be provided in alternate years. And the institutional research office will provide other current data on request.

For more information or questions you can reach me at 617.232.1555 ext. 242

Kathleen Keenan

Director of Institutional Research
June 1998

Isami Ching, sculpture

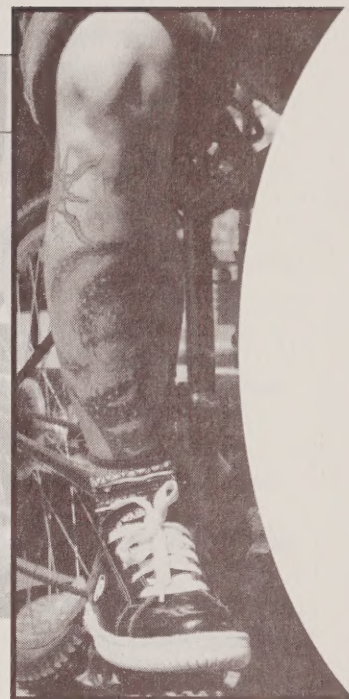




*We affirm the inherent value of the arts as a life
enhancing force. We recognize the power of art
and design in many spheres of public life.*

Table of Contents

MISSION STATEMENT	9
VISIONARY EDUCATION	10
125 Years of Massachusetts College of Art	
ENROLLMENT	15
Enrollments in programs, majors, departments, class years, courses	
Student retention and graduation rates	
DEMOGRAPHICS	34
Demographic characteristics of MassArt students: Age, gender, ethnic background, residence, citizenship	
ADMISSIONS	47
Applications and admissions to MassArt	
Characteristics of applicants and admitted students	
GRADUATES	65
Degrees granted by MassArt programs	
Post-graduation activities	
FACULTY & STAFF	73
Organizational chart	
Characteristics of MassArt employees	
FINANCES & FACILITIES	81
College revenues and expenditures	
Facilities, fundraising and endowment	
Student financial aid	



Mission Statement



MASSACHUSETTS COLLEGE OF ART

Massachusetts College of Art is a public, free-standing college of art and design. The college's professional baccalaureate and graduate degree programs enable students to contribute to the New England economy as fine artists, designers, and art educators, and to engage creatively in the well being of their society. Continuing education classes, exhibitions, and cultural programs fulfill the college's public purpose of providing access to the arts for the citizens of the Commonwealth. The college aspires to be a leader in the art and design professions, and to influence the direction of the arts nationally through the accomplishments of its graduates and the creative activities of its faculty and staff.

We base our priorities on a set of shared values:

We affirm the inherent value of the arts as a life enhancing force. We recognize the power of art and design in many spheres of public life.

We take pride in our unique heritage as the only publicly supported free standing college of visual arts in America. We accept the responsibility implicit in this special status, to be accessible, responsive, and accountable to the citizens of the Commonwealth.

We believe that academic excellence is fundamental to professional education in the visual arts.

We believe that diversity—in background, status, culture, and viewpoint—is essential to a vital and creative community.

We respect the roles and views of all members of our college community, and operate our institution in a spirit of collegiality.

We aspire to an ideal of service to the wider community, of advocacy for the value of the arts, and of leadership in the national direction of art and design.

As artists, designers, and educators, we are committed to the following priorities:

We provide rigorous professional programs in the visual arts, grounded in the broader context of liberal learning, and designed to encourage individual creativity. We challenge students to develop their talents to their highest potential, questioning the traditional boundaries of disciplines.

We work to build diversity and inclusiveness in our faculty, staff, and student body. We seek students with excellent potential, regardless of limitations in their opportunities for preparation.

We educate students to examine critically the form and content of art, both their own and others', to understand it in historical, social, and global contexts.

We choose faculty who are practicing professionals in their disciplines, and whose work reflects the level of excellence we promote for our students.

We nurture the development of students as artists and as individuals, through support services which meet their academic, personal, and social needs. We foster community-building both inside and outside the college.

We embrace new technologies as opportunities to advance the creative potentials of our disciplines, and promote innovative and responsible uses of technology in the realization of artistic concepts.

We recognize that artists and individuals educate themselves over a lifetime, and are dedicated to serving that need.

Visionary Education

125 YEARS OF MASSACHUSETTS COLLEGE OF ART

Massachusetts College of Art, founded in 1873, is the nation's oldest publicly funded college of art and design. In 1869, pre-eminent Massachusetts business and civic leaders sought to influence their state's long-term development. Two factions lobbied for different viewpoints: business leaders desired training in industrial drawing, to improve the profitability of the state's manufacturing industries, while education experts wanted a more general curriculum in drawing education, as a tool for intellectual and spiritual growth. In 1870, Massachusetts legislators enacted the "Drawing Act," that encompassed both these visions. It provided free drawing instruction—both general and industrial—to adults and children throughout the Commonwealth. To facilitate this ambitious program, in 1873 the Legislature acted again, and founded the Massachusetts Normal Art School, drawing the word "Normal" from *ecole normale*, the French term for a teacher-training school.

Like the legislative process that produced the Drawing Act of 1870, the curriculum and purpose of the Normal Art School was a politically crafted compromise. Founders Walter Smith, an English art educator, and Charles Callahan Perkins, a Boston Brahmin arts impresario, designed the school to produce the drawing teachers explicitly required by the Drawing Act, while also training other arts professionals, such as fine artists, designers, and architects. Their goal was to educate people in the creative process. According to Smith, the Normal School planned to teach students



May Stevens and Elizabeth Sanborn 1944



“how to draw, not how to make drawings.” As he explained more fully, “the process of drawing makes ignorance visible; it is a criticism made by ourselves on our perceptions, and gives physical evidence that we either think rightly or wrongly, or even do not think at all.”

In 1911, the MassArt’s emphasis on the creative process led it to add courses in psychology, literature, and education theory. In the teens and twenties, the curriculum responded to the needs of an industrializing economy and a booming mass market by introducing programs for machine, architectural, and graphic design and for the design of furniture, glass, metal, and jewelry. In 1924, it became the first art school in America to award a degree, the Bachelor of Science in Education. The degrees of Bachelor of Fine Arts followed in 1950, Master of Science in Art Education in 1971, and Master of Fine Arts in 1977.



Longwood Building, 1930

Massachusetts Normal Art School changed its name to the Massachusetts School of Art in 1926, and then to Massachusetts College of Art in 1960, but it has long been popularly known as “MassArt.” Changing its name, however, did not alter the school’s original mission of teaching the creative process as a tool for thinking, which continues today as a fundamental part of the



curriculum. Since the 1970s, MassArt's curriculum has incorporated new technologies in each of its areas of study. Graphic design as well as photography students use computers to explore digital image manipulation, fashion design majors benefit from pattern-drafting software, and students in the studio for interrelated media employ the latest in audio and video editing equipment to create their art. As a result, recent graduates contribute to a whole new spectrum of regional and national companies.

Form of Application for Admission.

Name of Applicant (in full), _____
 Age, _____
 Parents' Occupation, _____

One of the following forms is to be filled up, according to the circumstances of the applicant:—

CLASS A.— I, _____, resident in the State of Massachusetts, viz., at _____, do hereby make application for admission as a student of the Massachusetts Normal Art School, and engage to attend regularly, and to offer myself for examination at the end of the annual session, if permitted to do so; and, having read the rules and regulations of the School, agree to abide by them.

CLASS B.— I, _____, not being a Teacher of Drawing in the State of Massachusetts, nor a resident thereof, — or, if a resident, having no intention of teaching drawing, — hereby make application for admission as a student of the Massachusetts Normal Art School, and will, upon admission, pay in advance the fee for instruction given each term, will also, undertake to attend regularly during the time the School is open, and offer myself for examination at the end of the annual session, if permitted to do so; and having read the rules and regulations of the School, agree to abide by them.

CLASS C.— I, _____, hereby make application for admission as a student of the Massachusetts Normal Art School, and engage to attend regularly, and to offer myself for examination at the end of the annual session, if permitted to do so; and, having read the rules and regulations of the School, agree to abide by them.

CLASS D.— I, _____, hereby make application for admission as a student of the Massachusetts Normal Art School, and engage to attend regularly, and to offer myself for examination at the end of the annual session, if permitted to do so; and, having read the rules and regulations of the School, agree to abide by them.

EVENING SCHOOL.— I, _____, hereby make application for admission as a student of the Massachusetts Normal Art School, and engage to attend regularly, and to offer myself for examination at the end of the annual session, if permitted to do so; and, having read the rules and regulations of the School, agree to abide by them.

Divisions 1, 2, 3, and 4 are only open to those students who have either passed the examination to enter the drawings for Certificate A, unless entering as special students.
 Applicants will mark a X against the Division they wish to attend.
 This form is to be filled and signed, and sent to

THE CURATOR, NORMAL ART SCHOOL,
 1629 Washington Street, Boston.

The examination for admission will be in the subjects of freehand outline drawing from copy, and model drawing from the solid, and will be held at the School on Monday, September 13, at 11 A.M. and afterwards during the year.
 The School opens for term to students on Monday, September 30, at 9 A.M.

CELEBRATING OUR



The college has moved and expanded several times since its founding in facilities at Pemberton Square. Between 1983 and 1989, MassArt took possession of eight buildings grouped together near the Museum of Fine Arts. In the process of renovating and unifying this new campus, the

college created state-of-the-art studio facilities in sculpture, glass, ceramics, metals, fibers, print-making, and film, as well as a new computer arts center and its first dormitories. With more than 400,000 square feet of space, MassArt's space-per-student ratio is among the highest in the United States.

Although the college's name, campus, and curriculum have evolved over time, the keys to its success remain as they were in 1873. MassArt, then and now, attracts students across economic, ethnic, and racial lines—traditional barriers to higher education, particularly art education. In addition to its commitment to diversity, the college's 125 year record of success is evidence of a commitment to the creative process as a tool for thinking, preparing its graduates for achievement across both traditional and cutting-edge disciplines and professions.



125TH ANNIVERSARY

1873 1998



We provide rigorous professional programs in the visual arts, grounded in the broader context of liberal learning, and designed to encourage individual creativity. We challenge students to develop their talents to their highest potential, questioning the traditional boundaries of disciplines.

Enrollment



ENROLLMENT SUMMARY	17
DAY ENROLLMENT BY CLASS YEAR	18
PCE ENROLLMENT BY PROGRAM	19
DAY STUDENTS BY CONCENTRATION	20
DAY COURSE ENROLLMENTS BY DEPARTMENT	22
PCE COURSE ENROLLMENTS BY DEPARTMENT	24
DAY AND PCE ENROLLMENT, 1992-97	26
MASSART TOTAL ENROLLMENT, 1992-97	27
ENROLLMENT BY MAJOR, 1992-97	28
PERSISTENCE & GRADUATION RATES	29

Fall 1997 enrollment in MassArt's day division increased again from the high of 1996, to 1303 students. Headcount grew by 3.4%, while FTE rose less than 1%. Graduate and Continuing Education (PCE) enrollment showed similar small increases: 2.6% in headcount, with an FTE essentially level with Fall 1996.



Headcounts in the table below are duplicated; if students are enrolled in courses in both divisions, they are counted in both totals. Total unduplicated headcount for fall 1997 was 2287, 2.9% higher than last year.

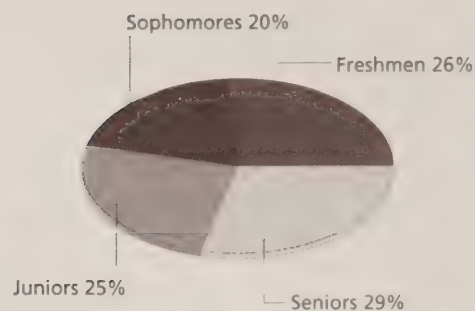
Enrollments reported in the following tables are as of the end of the drop/add periods for day and PCE classes. Consistent with the definition established by the Massachusetts Board of Higher Education (BHE), full time equivalents (FTE) equal total credits registered divided by 15 (undergraduates), or 12 (graduate).

	Day	PCE	Total
Full-time	1195	93	1289
Part-time	107	908	1015
Total Headcount	1303	1001	2304
Full-time Equivalent	1240	341	1581

Fall 1997 Enrollment Summary

Class year determinations are not always straightforward, and are based on the combination of several variables: start term, original enrollment status, anticipated graduation date, accumulated credits, and the level of studio courses in which a student is enrolled. The relative sizes of each class reflect admissions, retention, and graduation patterns at MassArt over a period of several years; in fall 1997, seniors were the largest class group. Many MassArt students take more than four years to graduate; these students may have been enrolled in their first, second or even third "senior" year. All students with anticipated graduation dates of December 1997 or May 1998 are counted as seniors.

Day Enrollment by Class Year

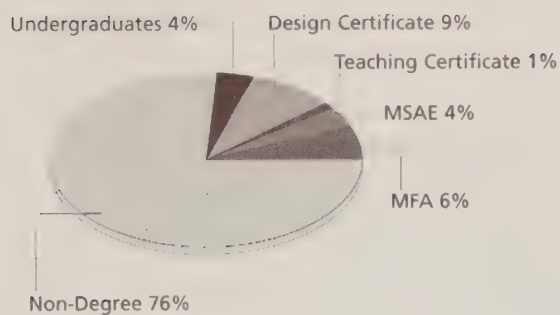


	New	Returning	Total	Percent
Freshman	285	49	334	25.6
Sophomore	36	226	262	20.1
Junior	15	316	331	25.4
Senior	0	374	374	28.7
Special Student	2	0	2	.2
Total	338	965	1303	0

Day School Students by Class Year, Fall 1997

Rounding errors may cause totals in tables and graphs to vary slightly depending on the specific break out, or in percentages that do not total to exactly 100%.

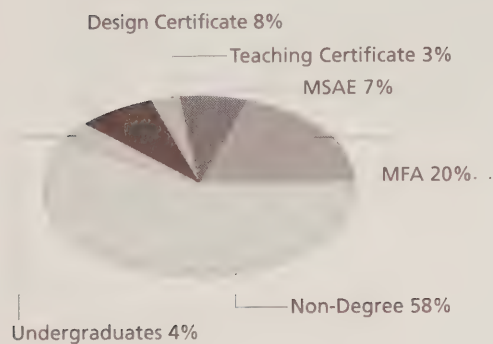
PCE Headcount by Program



Enrollments are a duplicated count of all students registered in PCE credit courses. Matriculated BFA students who were enrolled in one or more PCE courses in fall 1997 are included as undergraduates; seventeen of them were also attending day division classes.

Most PCE students are enrolled part-time, with the exception of those in the MFA program. While MFA students are only 6% of the total PCE headcount, they account for 20% of the FTE enrollment, because most enroll for 12-15 credits each semester.

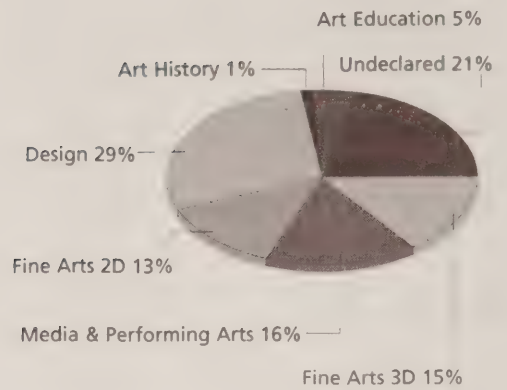
PCE FTE's by Program



	Headcount	Percent	FTE	Percent
Bachelor of Fine Arts	37	3.8	12	3.5
Design Certificate	80	8.2	24	7.1
Teaching Certificate	14	1.4	12	3.5
MS in Art Education	37	3.8	23	6.8
Master of Fine Arts	58	5.9	68	20.1
Non-degree	749	76.8	199	58.9
Total	975		338	

PCE Enrollment by Program, Fall 1997

Enrollment by Major Department



	Major 1	Major 2	All Majors	Percent
Undeclared/Studio Foundation	296	0	296	23%
Art Education	59	0	59	5%
Art History	7	8	15	1%
Design (total)	395	15	410	31%
Architectural	28	2	30	2%
Industrial	45	2	47	4%
Fashion	43	1	44	3%
Graphic	145	3	148	11%
Illustration	134	7	141	11%
Fine Arts 2D (total)	167	18	185	14%
Painting	145	15	160	12%
Printmaking	22	3	25	2%
Fine Arts 3D (total)	186	18	204	16%
Ceramics	27	2	29	2%
Glass	28	4	32	3%
Fibers	17	3	20	2%
Metals	29	1	26	2%
Sculpture	85	8	93	7%
Media and Performing Arts (total)	192	25	217	17%
Film	41	3	44	3%
Photography	100	15	115	9%
Studio for Interrelated Media	51	7	58	4%
Open Majors	1	0	1	0%

Day Enrollment by Major and Concentration, Fall 1997

This table is a duplicated count: dual majors have been counted in both of their concentrations. Percentages will not total to 100%.

When students beyond the freshman year have not officially declared a major, one has been imputed based on coursework, whenever possible.

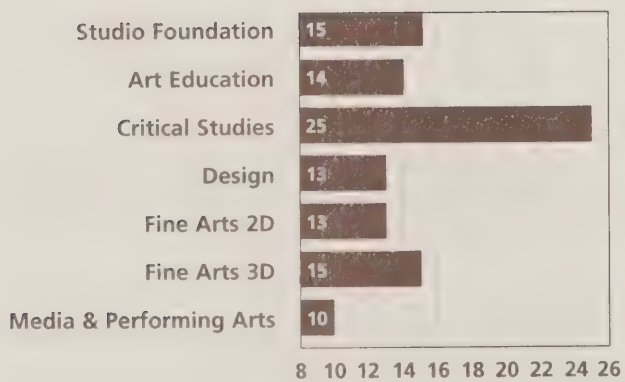
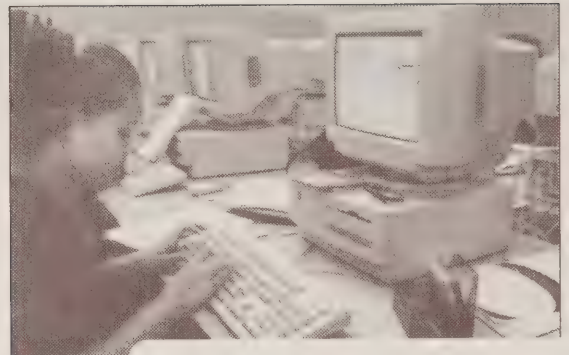
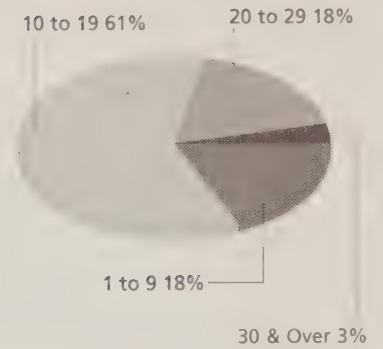
Students declare majors at the end of the freshman year. "Undeclared" in this chart includes Studio Foundation, special students, and a few students who have not submitted declaration of major forms to the Registrar's Office. Whenever possible, students in this latter group have been added to a specific concentration, based on the courses they are taking.

In fall 1997, 23% of MassArt undergraduates were enrolled in the Studio Foundation program (or had not declared majors). The Design Department enrolls the largest number of declared majors: 31% of all MassArt undergraduates, distributed between five design concentrations.

Painting is the largest single concentration, enrolling 12% of undergraduates. Graphic design and illustration closely follow, each with 11% of total headcount in fall 1997. Photography (9%), sculpture (7%) and art education (5%) were the next most popular concentrations. No other single concentration accounts for more than 4% of the total undergraduate headcount.



Class Sizes, Day Course Sections



**Average Class Size by Department
Day Division**

1. PCE students registered in day classes are included in headcounts.
2. Course sections which meet together as a single class (ie. junior & senior major studios) are counted once.
3. Cross-listed courses are counted in both of the listing departments.

	# Sections	Headcount	FTE of credits	Average Class Size
Studio Foundation	61	937	187	15.4
Art Education	8	114	23	14.3
Critical Studies	76	1928	385	25.4
Art History	25	705	141	28.2
Social Science	17	487	97	28.6
Writing & Literature	28	577	115	20.6
Science & Mathematics	6	159	32	26.5
Design	98	1237	247	12.6
Design	51	709	142	13.9
Architecture	5	36	7	7.2
Industrial	5	66	13	13.2
Fashion	9	93	19	10.3
Graphic	14	146	29	10.5
Illustration	14	186	37	13.3
Fine Arts 2D	40	584	139	13.1
Painting	29	399	111	13.7
Printmaking	11	125	28	11.4
Fine Arts 3D	48	716	143	14.9
3D Arts	11	172	34	15.5
Ceramics	7	110	22	15.7
Fibers	6	68	13	11.3
Glass	6	97	19	16.2
Metals	6	79	16	13.2
Sculpture	12	192	39	16.0
Media & Performing Arts	42	464	123	10.3
Media	3	29	6	9.3
Film	14	130	34	9.3
Photography	15	162	54	10.8
Studio for Interrelated Media	13	143	29	11.0
All Day Sections	377	5920	1247	15.7

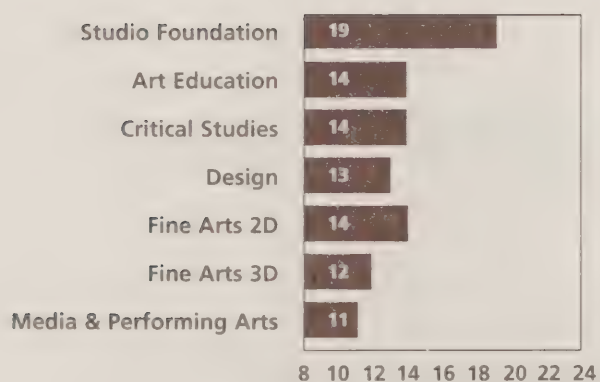
Day Course Enrollment by Department, Fall 1997

4. Course sections listed as both day and PCE courses are included in day tables if they meet during the day, and in PCE if they meet evenings.

5. Independent studies and internships, including student teaching are excluded. They account for the difference between the total FTE shown here, and that shown in previous tables.

	# Sections	Headcount	FTE of Credits	Average Class Size
Studio Foundation	8	148	30	18.5
Art Education	4	57	11	14.3
Critical Studies	10	142	31	14.2
Art History	6	116	26	19.3
Social Science	0	0	0	0
Writing & Literature	4	26	5	6.5
Science & Mathematics	0	0	0	0
Design	33	420	83	12.7
Design	21	266	54	12.7
Architecture	0	0	0	0
Industrial	1	11	2	11.0
Fashion	1	12	1	12.0
Graphic	8	97	19	12.1
Illustration	3	34	7	11.3

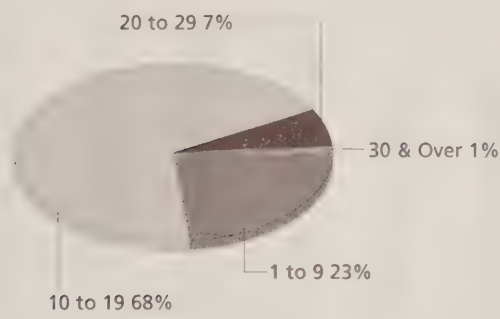
PCE Course Enrollments by Department, Fall 1997



Average Class Size by Department Graduate & Continuing Education

1. Day students registered in PCE classes are included in headcounts.
2. Course sections which meet together as a single class are counted once.
3. Cross-listed courses are counted in both of the listing departments.

Class Sizes, PCE Course Sections



	# Sections	Headcount	FTE of Credits	Average Class Size
Fine Arts 2D	18	255	65	13.6
Painting	15	221	58	14.7
Printmaking	3	34	7	11.3
Fine Arts 3D	14	170	39	12.1
3D Arts	2	16	8	8
Ceramics	2	28	6	14.0
Fibers	2	21	4	10.5
Glass	1	10	2	10.0
Metals	2	24	5	12.0
Sculpture	5	71	14	14.2
Media & Performing Arts	12	128	36	10.7
Media	1	6	1	6.0
Film	4	31	8	7.8
Photography	6	78	20	13.0
Studio for Interrelated Media	1	13	7	13.0
All PCE Sections	99	1320	295	13.3

PCE Course Enrollments by Department, Fall 1997 (cont.)

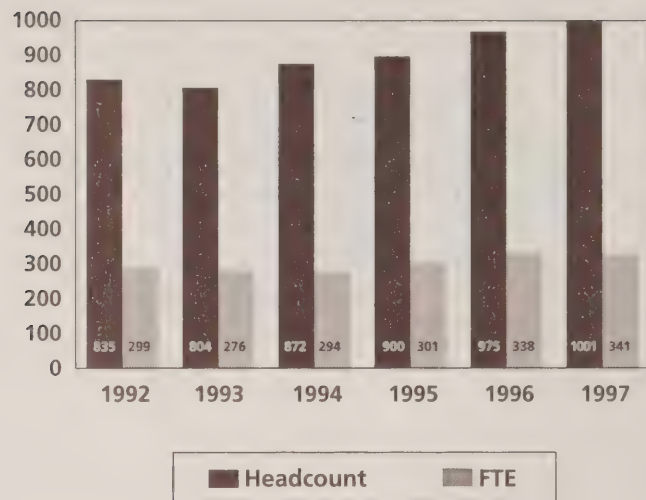
- 4. Class sections listed as both PCE and day courses (ie. some art education courses) are included in PCE tables if they meet evenings, and day tables if they meet days.
- 5. Independent studies and internship are not included. They account for the difference between the total FTE shown here, and that shown in previous tables.



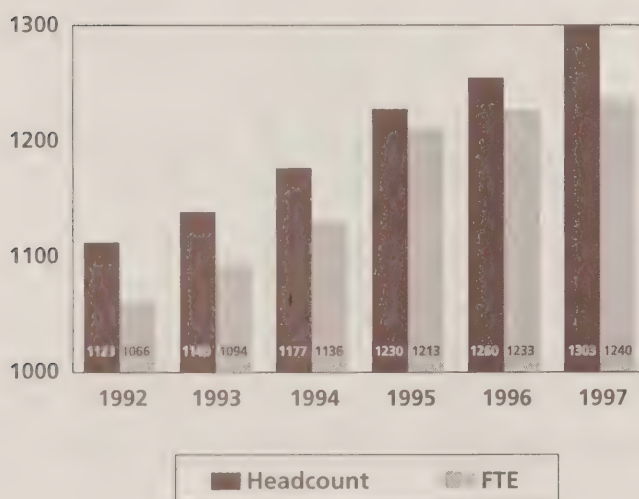
Enrollment in day division programs has

grown by 16% since 1992, in both headcount and FTE's. Headcount in PCE programs increased 26%. The largest changes have occurred in enrollments of non-degree students. Because these students usually enroll for only 3-6 credits, changes in FTE are smaller than those in headcounts.

Graduate & Continuing Education Fall Enrollment 1992-1997

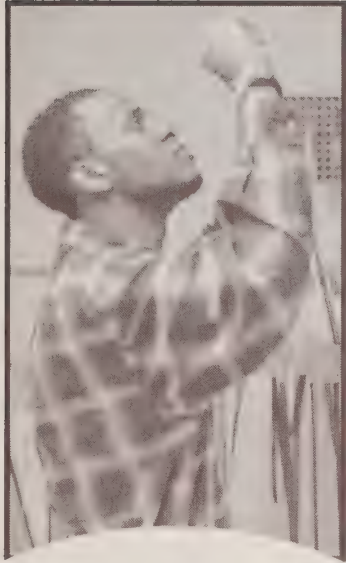


Day Division Fall Enrollment 1992-1997

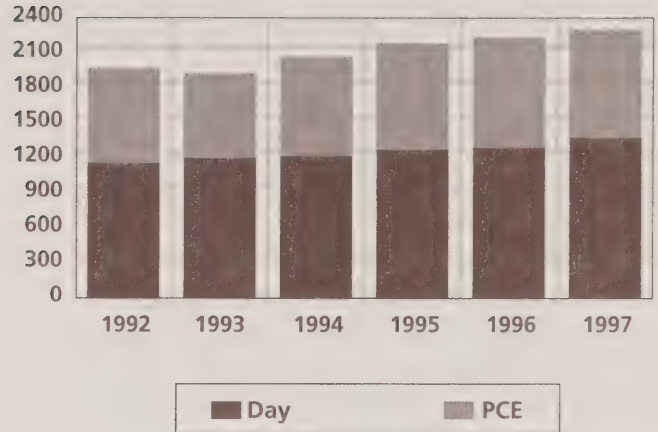


1. Day division data is taken from BHE early enrollment reports.

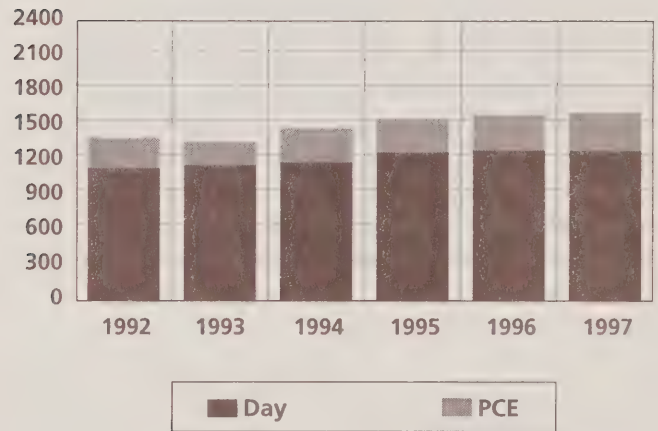
2. PCE data is taken from PCE enrollment records.



Total MassArt Headcount, 1992-1997



Total MassArt FTE, 1992-1997



	1992	1993	1994	1995	1996	1997
Headcount	1958	1944	2049	2150	2235	2304
FTE	1365	1370	1430	1514	1571	1581

MassArt Fall Enrollments, 1992-1997

1. Total headcounts are duplicated; students registered in both day and PCE courses are counted twice.
2. Unduplicated totals for 1991-94 are not available; each year would be approximately 20-30 lower than the counts show. The unduplicated headcount was 2129 in 1995, 2222 in 1996, and 2287 in 1997.

The popularity of specific majors and concentrations varies over time. From 1992 to 1997, the largest changes in numbers of enrolled majors have been in Fine Arts 3D (+71%), Art History (-59%), and Media and Performing Arts (+33%). Enrollments in other departments have remained relatively stable, with some fluctuation from year to year. In small departments, an increase or decrease on only a few students can appear as a large percentage change.

About 50-75 students in each year are dual majors; in this table, they have been counted in whichever department appears first on their record. Art Education and Art History majors were most likely to have a second concentration; painting, photography, and art history were most frequently chosen as a second major in fall 1997. Some changes may be affected by differences in the method for counting dual majors in earlier years.



Although all students are required to declare a major before the end of their freshman year, a few (20-40) each year do not complete paperwork until a later date. They are included here with foundation students. In 1996 and 1997, as many of those students as possible were assigned to a major for this table, based on the courses they were taking. Special students do not declare majors, and are also counted as undeclared.

Major	1992	1993	1994	1995	1996	1997	Percent Change
Studio Foundation/Undeclared	289	278	317	364	336	296	+2%
Art Education	56	62	48	51	47	59	+5%
Art History	17	16	16	11	8	7	-59%
Environmental Design	95	105	87	93	98	116	+22%
Communication Design	264	300	259	269	251	279	+6%
Fine Arts 2D	144	95	170	168	176	167	+16%
Fine Arts 3D	109	134	142	149	165	186	+71%
Media and Performing Arts	144	143	135	151	165	192	+33%
Open Majors	5	7	3	2	5	1	-80%

Day School Enrollment by Major Department, 1992-1997

Fall 1995 to 1997 data was taken from Colleague files as of the end of drop/add. Prior years' data is from HEADS reports completed during the fall semesters at comparable dates.



Freshman retention rates are a common measure of student persistence; attrition at most colleges tends to be highest in the first year. MassArt's average retention rate of 82% for first-time full-time freshmen is higher than the average for other state colleges and for peer art schools.

Graduation rates are increasingly used as a measure of student success and institutional performance. The table below presents graduation rates for students who began their studies at MassArt from fall 1988 to fall 1992, by class status at the time of admission. Rates vary by cohort, and are generally higher for transfer students than for first-time freshmen; they reflect degrees completed through May 1997. Six years from first enrollment is the common standard for measuring graduation rates, and 90% of students who graduate do so within this period. The largest percentage of students in each MassArt cohort graduated five years after they first entered the college. A few students from the 1991 and 1992 cohorts are still enrolled; some will complete their degrees in the next year, so total graduation rates for these two cohorts will increase somewhat.

		First-time Freshmen	Freshman Transfers	All Freshmen
	Fall '92	82%	82%	82%
	Fall '93	81%	86%	83%
	Fall '94	78%	79%	78%
	Fall '95	83%	80%	82%
	Fall '96	85%	88%	86%

Freshman Retention Rates for Entering Cohorts

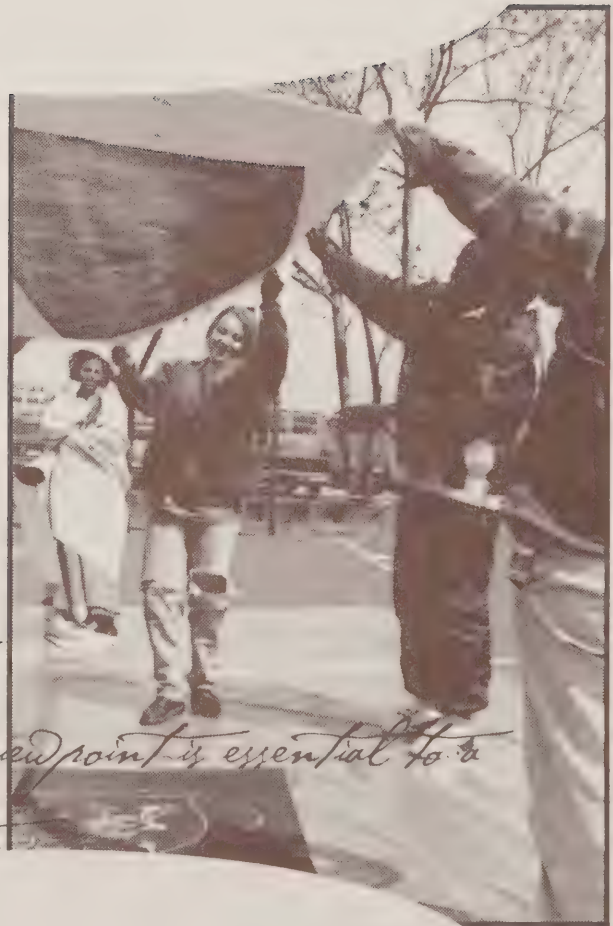
Freshman retention rate as defined as the percentage of entering freshman who return for a second year.

Graduation rates are defined as the percentage of entering students who complete their degree programs.

		First-Time Freshmen	Freshmen Transfers	Sophomores	Juniors	Years Since Admission
Fall '88	46%	63%	61%	38%	9	
Fall '89	41%	46%	52%	69%	8	
Fall '90	47%	52%	52%	58%	7	
Fall '91	43%	56%	61%	56%	6	
Fall '92	38%	33%	50%	71%	5	

Graduation Rates of Entering Cohorts

*We believe that diversity
in background, status, culture, and viewpoint is essential to a
vital and creative community.*



Demographics



AGE AND GENDER	34
GENDER AND ETHNIC BACKGROUND	36
DAY STUDENTS BY RESIDENCE	38
ENROLLMENT FROM MASSACHUSETTS CITIES AND TOWNS	39
DAY STUDENTS BY STATE	40
FOREIGN STUDENTS BY COUNTRY	41
FOREIGN STUDENT ENROLLMENT, 1992-97	41
MINORITY STUDENT ENROLLMENT, 1992-97	42

MassArt's student demographics have always broken traditional economic and ethnic patterns.

Many students were the first in their families and ethnic groups to attend college. Nineteenth century records indicate that students' parents labored as mill workers, house painters, grocers, carpenters, letter carriers, machinists, traveling salesmen, stone cutters, cranberry farmers, and night watchmen. Perhaps because teaching was always considered an acceptable profession for women, female students historically comprised a slight majority of the overall student population. Students with Irish names appeared on the rolls since MassArt opened in 1873, long before they attended most other American colleges. Italian names emerged around the turn of the century, joined in the next two decades by those of Jewish, Slavic, Greek, and Asian origin.

African-American students appeared in class photographs as early as 1903.

Today, MassArt continues in its tradition of diversity.

In this decade the enrollment of Blacks, Hispanics, Asians, and other ethnic minorities has increased by more than half in the day school and more than doubled in the continuing education program, so that they now approach 20% of the total student population.

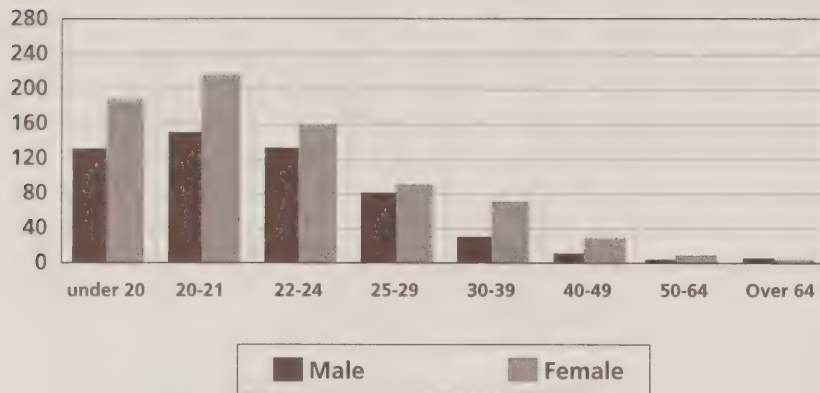
The tables and charts in the following pages present basic demographic data about MassArt students.

MassArt students are predominantly female (59% day, 65% PCE), white (77%), and Massachusetts residents (77%). The college enrolls students from 23 other states and 36 foreign countries. Asian students are the most numerous minority among U.S. residents; 50% of foreign students are citizens of Asian countries.

While the majority of students in the day program are of traditional college-going age, about 25% were over age 24 in fall '97. PCE draws students from a much wider age range: in fall 1997, 75% of students registered in PCE classes were age 25 or over.



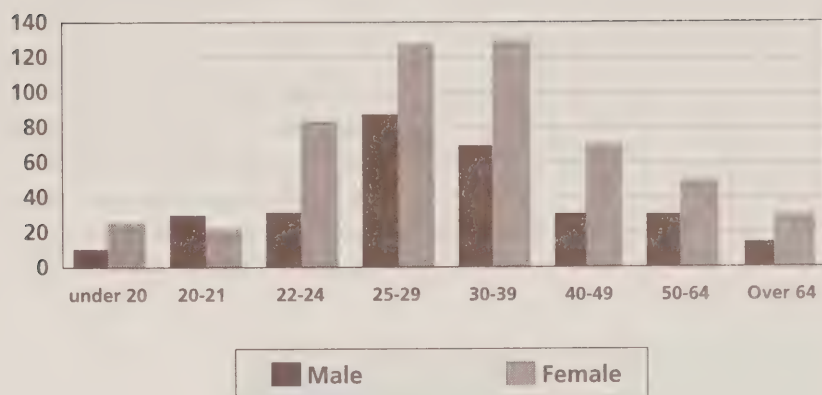
Enrollment by Age & Gender Day Division



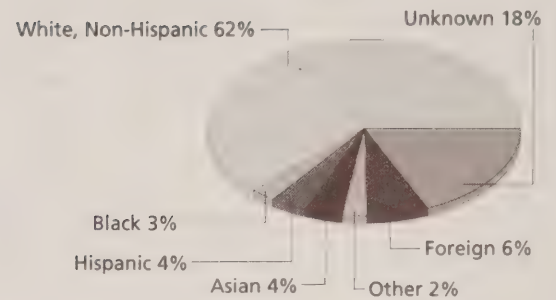
	Day/Male	Day/Female	Day/Total	PCE/Male	PCE/Female	PCE/Total	All Students
Under 20	125	185	310	10	15	25	335
20-21	156	224	380	30	21	51	431
22-24	130	160	290	35	84	119	409
25-29	79	87	166	87	127	214	380
30-39	32	65	97	70	134	204	301
40-49	8	32	40	29	71	100	140
50-64	2	14	16	20	36	56	72
65 or over	3	1	4	18	16	34	38
Missing	0	0	0	45	136	181	181
Total	535	768	1303	344	640	984	2287
Average Age	23.9	22.9	23.5	33.2	33.3	33.3	27.2

Fall 1997 Enrollment by Age & Gender

Enrollment by Age & Gender
Continuing Education



Day Enrollment by Racial/Ethnic Background



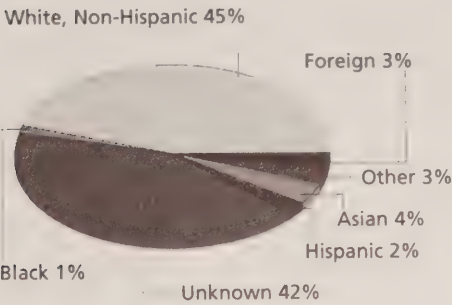
Data on students' ethnic backgrounds is collected on the MassArt application for admission, and on PCE registration forms. It is not required to respond; in fall '97, 28% did not report their ethnic background. Among MassArt students who did report their ethnicity, 76% are white, 7% are non-resident aliens (foreign students with visas), and 17% are ethnic minorities.

	Day Male	Day Female	PCE Male	PCE Female	All
White	347	464	155	283	1249
Black	20	15	7	6	48
Hispanic	25	23	9	16	73
Asian	21	32	11	25	89
Native American	1	1	0	2	4
Other	14	18	11	16	59
Foreign	18	65	8	23	114
Unknown	87	150	138	274	649
Total	535	768	344	640	2287

Enrollment by Gender and Racial/Ethnic Background, Fall 1997

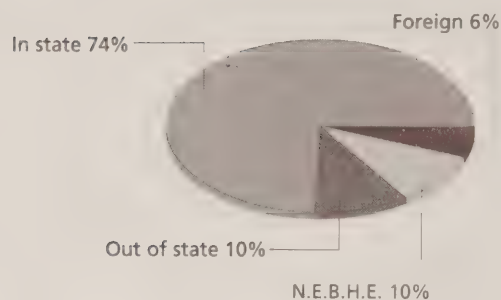
The tables on these pages are unduplicated counts. Students who are registered in both day and PCE classes are included once, in the day counts.

PCE Enrollment by
Racial / Ethnic Background



About 70% of admitted freshmen each fall are legal residents of Massachusetts; by senior year the proportion of in-state students increases to 79%. This change may result from students who establish state residency after they first enroll, or from higher retention rates for in-state students.

Day Enrollment by Permanent Residence, Fall 1997



	In State	Out of State	N.E.B.H.E.	Foreign
Freshman	236	40	41	17
Sophomore	186	31	30	15
Junior	248	22	33	24
Senior	298	40	21	19
Special Student	1	0	0	1
Total	969	133	125	76

Day Students by Permanent Residence

Students can participate in the New England Regional Student program (NEBHE) based on their major; they must be re-certified each year. Freshmen are approved based on their anticipated major; if they later declare a major which is not on the approved list for their state, they must pay out-of-state tuition.



	Day	PCE	Total
Boston	181	350	531
Cambridge	29	64	93
Newton	27	63	80
Somerville	19	61	80
Brookline	27	48	75
Arlington	7	27	34
Quincy	14	14	28
Medford	7	20	27
Marshfield	16	6	22
Watertown	9	12	21
Attleboro	17	1	18
Malden	9	8	17
Belmont	7	10	17
Needham	4	12	16
Lexington	7	8	15
Waltham	6	8	14
Haverhill	12	1	13
Milton	6	7	13
Weymouth	7	5	12
Concord	7	5	12
Lynn	6	5	11
Peabody	10	1	11
Worcester	10	1	11
Scituate	8	3	11
Billerica	6	4	10
Westwood	8	2	10
Winthrop	4	6	10
Woburn	5	5	10
Total	444	757	1201

Enrollment from Selected Massachusetts Cities and Towns

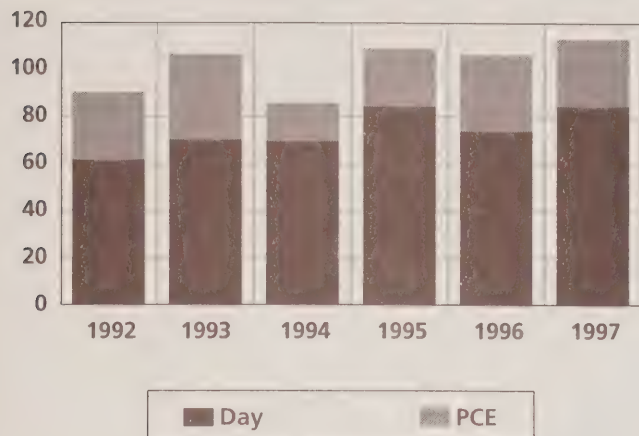
Cities and towns have been included in the table above if ten or more MassArt students are residents.

Students
Percent

California	8	.7
Colorado	1	1.
Connecticut	41	3.5
Florida	5	.4
Illinois	3	.3
Indiana	1	.1
Kansas	1	.1
Massachusetts	936	79.1
Maryland	4	.3
Maine	51	4.3
Michigan	2	.2
Minnesota	1	.1
Mississippi	1	.1
New Hampshire	38	3.2
New Jersey	11	.9
New York	20	1.7
Pennsylvania	6	.5
Rhode Island	28	2.4
South Carolina	1	.1
Tennessee	1	.1
Texas	3	.3
Virginia	4	.3
Vermont	13	1.1
Washington	1	.1

Fall 1997 Day Students by State

Foreign Student Enrollment, Fall 1992-1997



	Students		Percent	
Argentina	3		2.6	
Australia	1		.9	
Belgium	1		.9	
Brazil	2		1.8	
China	2		1.8	
Columbia	2		1.8	
Croatia	1		.9	
Cyprus	2		1.8	
Dominican Republic	1		.9	
England	3		2.6	
Ethiopia	1		.9	
France	3		2.6	
Germany	5		4.4	
Greece	1		.9	
Hong Kong	4		3.5	
Honduras	1		.9	
India	1		.9	
Indonesia	1		.9	
Israel	7		6.1	
Hungary	1		.9	
Japan	21		18.4	
Korea	12		10.5	
Malaysia	1		.9	
Mexico	3		2.6	
Norway	3		2.6	
Peru	2		1.8	
Poland	1		.9	
Russia	1		.9	
Spain	1		.9	
Sweden	3		2.6	
Taiwan	5		4.4	
Thailand	4		3.5	
Turkey	2		1.8	
Venezuela	3		2.6	
Yugoslavia	2		1.8	
Country not Specified	7		6.1	
Total	114		100.0	

Fall 1997 Foreign Students by Country

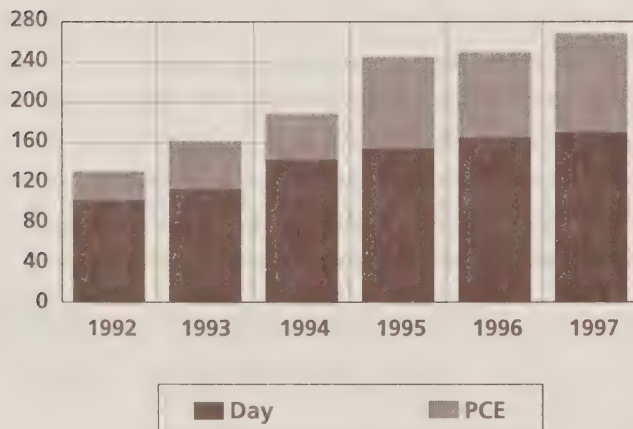
1. Foreign students are not U.S. citizens or permanent residents, and hold temporary visas, primarily student visas.
2. Data source is BHE Early Enrollment Reports. Day and PCE counts are duplicated.

Minority student enrollment at MassArt has more than doubled since 1991, increasing by 63% in the day school and by 243% in continuing education.

During that same period, total MassArt enrollment grew by 18%. Enrollments of Asian and Hispanic students have shown the largest increases. The number of Asian students has increased by 85%, from 48 to 89 enrolled; Hispanic enrollment has grown even more dramatically, from 32 to 73 students, a 128% increase. Enrollment of African American students has increased 20% since 1992.

A large percentage of students do not report their racial/ethnic background: 18% in day and 42% in PCE in fall 1997. Some of the increase in minority enrollment may result from more students reporting this information in recent years. Total counts shown in the chart may be somewhat higher if the percentage of minority students among the unreported is consistent with the population of students with known ethnic background.

Minority Student Enrollment 1992-1997



1. Minority students have designated their ethnic background as Asian, African American, Hispanic, Native American, or other. Non-resident aliens are not included.

2. Day and PCE counts are duplicated



Kiki Smith



We nurture the development of students as artists and as individuals through support services which meet their academic, personal, and social needs. We foster community-building both inside and outside the college.

Admissions

FALL '97 APPLICATIONS AND ACCEPTANCES	47
APPLICATIONS BY ANTICIPATED MAJOR	48
APPLICATIONS BY AGE AND GENDER	50
APPLICATIONS BY ETHNIC BACKGROUND	51
APPLICATIONS BY STATE OF RESIDENCE	52
TRANSFER STUDENTS BY PREVIOUS COLLEGE	53
FALL '97 FRESHMAN PROFILE	54
FALL '97 FRESHMAN SURVEY	56
FALL '97 TRANSFER STUDENT PROFILE	58
MASSART APPLICATIONS, 1992-97	60





Total applications for admissions to MassArt increased by 14% in fall 1997, to an all-time high. First-time freshman applications increased 27%; transfer applications grew by 7%. Only 46% of undergraduate applicants were offered admission, and 53% of those who were accepted enrolled. Applications to the graduate and certificate programs fell slightly in 1997. Only 14% of MFA and 53% of MSAE applicants were admitted to MassArt in 1997; 67% of accepted applicants enrolled. Recent increases in both the number and quality of applicants, along with low acceptance and high yield rates, have made MassArt one of the most selective colleges of art and design in the nation.

The table on this page includes all applications received by the Admissions Office for the fall '97 semester. Tables on the following pages are based on complete applications to undergraduate degree programs, and exclude readmits. This data was generated from the official admissions and enrollment files submitted to the Board of Higher Education.

	Total	Admitted	Accept Rate	Enrolled	Yield Rate
First-time Freshmen	935	436	47%	206	47%
Transfer Freshmen	237	128	54%	80	63%
Sophomores, Juniors & Readmits	271	93	34%	63	68%
Special Students	11	7	64%	2	29%
Day School Applications	1454	664	46%	351	53%
Graduate Art Education	43	23	53%	17	74%
M.F.A.	241	33	14%	20	61%
Design Certificate	34	23	68%	19	83%
PCE Applications	318	79	25%	56	71%
Total Applications	1772	743	42%	407	55%

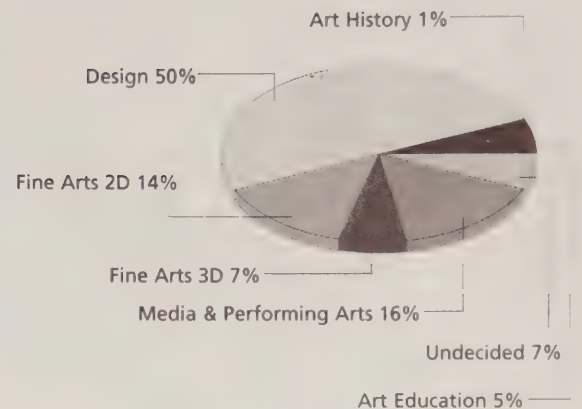
MassArt Applications and Acceptances, Fall 1997

There may be some small data discrepancies in admissions tables, due to differences in reporting dates and/or data sources.

*Accept rate=number of acceptances / number of completed applications.
Yield rate=number of new enrollees / number of acceptances.*

Freshmen applicants with undecided majors decreased from 11% to 7% of the total between fall '96 and fall '97. The percentage of applications with anticipated majors in design concentrations increased by 3%, to 50% of all applications. Total applications to 2D and 3D fine arts concentrations increased by 7%, while applications with anticipated majors in media and performing arts decreased by 3%. Art education and art history applications remained the same as fall '96. Freshmen transfer applications are included in freshman counts.

Freshman Applications by Anticipated Major

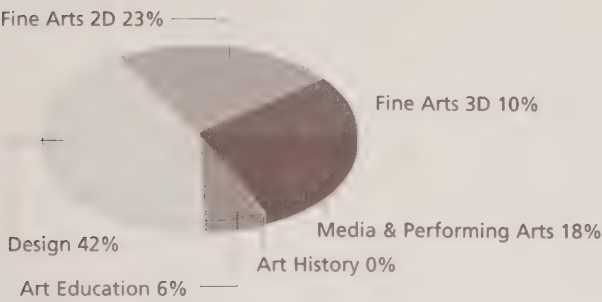


	Applications Percent	
Undecided	71	6.6
Art Education	58	5.4
Art History	10	.9
Design, Not Specified	51	4.7
Architectural Design	33	3.1
Fashion Design	57	5.3
Graphic Design	190	17.7
Illustration	177	16.4
Industrial Design	33	3.1
Painting	121	11.2
Printmaking	31	2.9
Ceramics	15	1.4
Fiber	2	.2
Glass	12	1.1
Metal	10	.9
Sculpture	37	3.4
Film	56	5.2
Photography	92	8.6
Studio for Interrelated Media	20	1.9
Total	1076	

Freshman Applications by Anticipated Major, Fall 1997

Freshmen applicants are not required to specify an anticipated major on their application. Only about half of the students who do so eventually declare a major in that concentration or department. Anticipated majors of applicants differ somewhat from the distribution of majors among enrolled students.

Sophomore & Junior Applications by Anticipated Major



Sophomore and junior transfer students apply to a specific major at MassArt, and are accepted based on the space available in that concentration, as well as on their credentials. The number of transfers who can be accepted can vary significantly from year to year, and from department to department.

Between 1996 and 1997, transfer applications to fine arts 2D grew 6%, to over 20% of the total. Applications to design concentrations declined by 4%; fine arts 3D and media and performing arts each fell by 2%. Art education applications increased by 1%.

	Applications Percent	
Undecided/Not Specified	1	.4
Art Education	15	5.7
Art History	1	.4
Design, Not Specified	1	.4
Architectural Design	4	1.5
Fashion Design	7	2.7
Graphic Design	61	23.3
Illustration	32	12.2
Industrial Design	12	4.6
Painting	48	17.9
Printmaking	9	2.4
Ceramics	1	.4
Fiber	3	1.1
Glass	6	2.3
Metal	3	1.1
Sculpture	13	5.0
Film	13	5.0
Photography	23	8.8
Studio for Interrelated Media	9	3.4
Total	262	

Sophomore & Junior Applications by Anticipated Major, Fall 1997

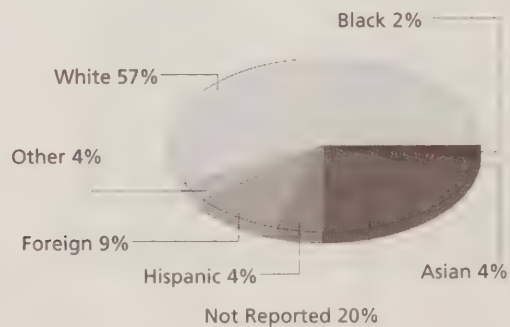
	Male		Female	
		Percent		Percent
First-time freshmen	373	43%	502	57%
Transfer freshmen	87	43%	114	57%
Sophomores	73	41%	103	59%
Juniors	40	47%	46	53%
Others				
Total	191	31	30	252

Fall 1997 Undergraduate Applications by Gender

	First-time Freshmen		Transfer Students	
		Percent		Percent
Under 20	746	85%	75	16%
20-22	96	11%	205	44%
23-25	14	2%	73	16%
26-29	9	1%	46	10%
30-39	6	1%	41	9%
40 & Over	4	1%	22	5%
Total	875		462	

Fall 1997 Applications by Age

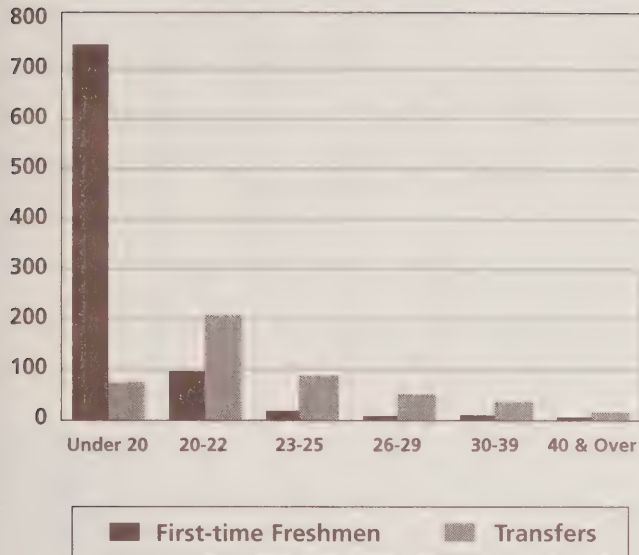
Applications by Ethnic Background



Applications are categorized based on the class years for which students applied; some may have been accepted to or enrolled in a different level.

Twenty percent of applicants to MassArt did not report their ethnic background. Of those applicants who did provide this information, 73% of freshmen and 68% of transfers are white; 8% of freshmen and 19% of transfers are non-resident aliens; and 19% of freshmen and 13% of transfers belong to minority racial/ethnic groups.

Applications by Age



	First Time Freshmen		Transfer Students	
		Percent		Percent
White	514	59%	250	54%
Black	24	2%	5	1%
Hispanic	44	5%	16	4%
Asian	41	5%	6	1%
Native American	1	0%	1	0%
Other	28	3%	21	5%
Non-resident/Foreign	55	6%	69	15%
Not Reported	168	19%	95	20%
Total	875		463	

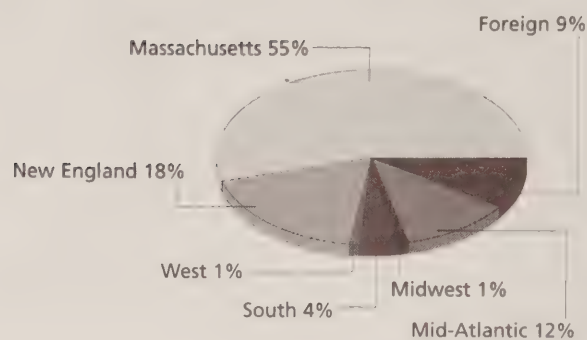
Fall 1997 Applications by Ethnic Background

Racial/Ethnic background is requested on the MassArt application for admission, but it is an optional item.

Foreign students are non-residents of the U.S., who attend with a temporary visa of some type. Non-citizens who are permanent residents of the U.S., are included in the appropriate ethnic categories.

Freshman applications from out of state students increased significantly in fall '97, to 42% of the total received. Applications from New York and New Jersey doubled. Transfer applications from non-resident foreign students increased from 11% to 15% of the total. The percentage of applications from Massachusetts residents decreased for both freshmen and transfer students, although the number received remained essentially unchanged from 1996.

Applications by Residence

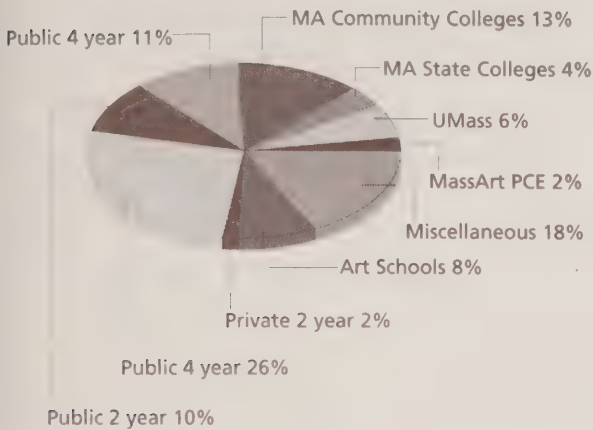


	First-time Freshmen		Transfers	
		Percent		Percent
Massachusetts	456	52	268	58
Connecticut	54	6	27	6
Maine	30	3	8	2
New Hampshire	40	5	12	3
Rhode Island	34	4	10	2
Vermont	21	2	5	1
All New England States	635	73	330	71
New York	61	7	22	5
New Jersey	43	5	4	1
Pennsylvania	20	2	5	1
Northeast U.S.	759	87	361	78
Southern U.S.	29	3	19	4
Midwest U.S.	11	1	7	2
Western U.S.	11	1	6	2
Outside U.S.	9	1	1	0
All U.S. Citizens	816	94	394	85
Non-resident Aliens	55	6	69	15

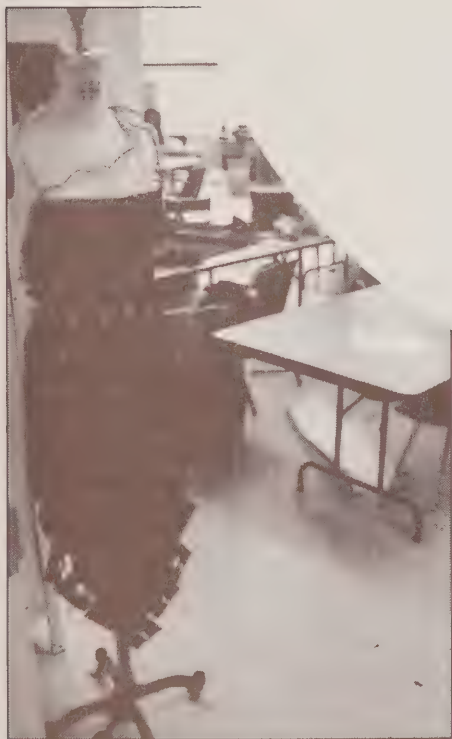
Fall 1997 Applications by Residence

Permanent address is the address provided by students when they apply to MassArt. Non resident aliens with a U.S. address have not been included in state counts.

Transfer Students by Previous College Type



The largest number of transfer students attended a four year private college or university prior to enrolling at MassArt. An almost equal number transferred credits from one or more Massachusetts public colleges. Colleges attended include prestigious public and private institutions: Harvard, Columbia, and Tufts Universities, University of Michigan, University of California Berkeley, and Wellesley College. Transfer students also attended several colleges of art and design, including Rhode Island School of Design, the School of the Museum of Fine Arts, Pratt Institute, California College of Arts and Crafts, and the School of Visual Arts.



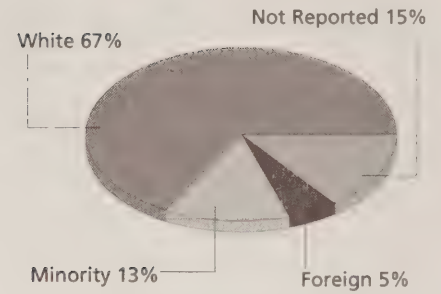
	Students Percent	
MassArt PCE	41	31.5
University of Massachusetts	14	10.8
MA state colleges	7	5.3
MA community colleges	23	17.7
All MA public colleges	32	25.6
Public 4 year colleges, other states	35	26.9
Public 2 year colleges, other states	16	12.3
Private 4 year colleges/universities	43	33.1
Private 2 year colleges	2	1.7
Other art colleges	15	11.5
Foreign or unknown	29	22.3
Total	125	

Transfer Students by Previous Colleges

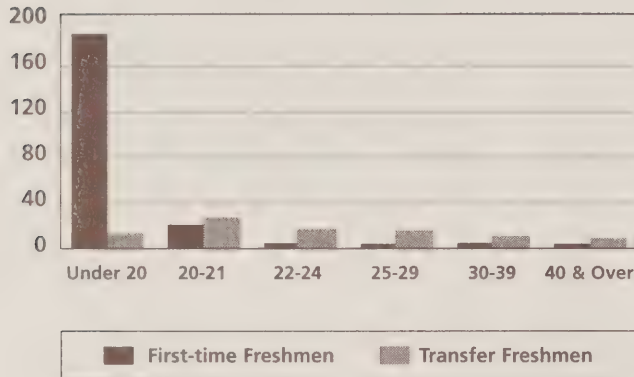
Data on previous colleges is only available for transfer applicants who were accepted and enrolled at MassArt.

Colleges were categorized based on the College Board codes designated on Colleague records. When a student was transferring credit from multiple institutions, the code for the institution where the most credits were earned was used.

Ethnic Background of Entering Freshmen



Entering Freshmen by Age



	First-time Freshmen		Freshman Transfers		All Freshmen	
	Count	Percent	Count	Percent	Count	Percent
Male	82	40	23	29	105	37
Female	123	60	57	71	180	63
White	145	71	46	58	191	67
Minority	27	13	10	13	37	13
Foreign	2	1	13	15	15	5
Not reported	31	15	11	14	42	15
In-State	138	67	57	71	195	68
N.E.B.H.E.	32	16	5	6	37	13
Out-of-State	33	16	5	6	38	13
Foreign	2	3	13	15	15	5

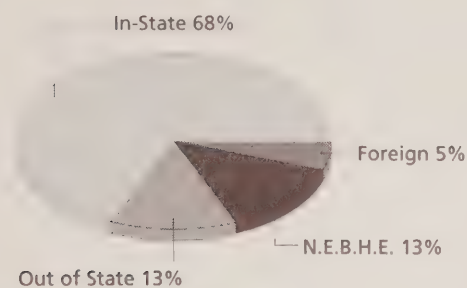
Freshman Profile Fall 1997

SAT scores are re-centered; 500 is the scale median for both verbal and math scores.

HS class rank is from the top of class. Only 60% of first-time freshman reported class ranks. Too few ranks were available for transfer freshmen to compute meaningful statistics.

Sixty percent of transfer freshmen submitted SAT scores and high school GPA's.

Entering Freshmen by Permanent Residence



Students applying to MassArt must meet the admissions standards established by the Board of Higher Education for all Massachusetts state colleges. In fall 1997, new BHE standards were implemented, which required a minimum weighted high school GPA of 2.6 for freshman admissions. Applicants who do not meet this requirement may be admitted based on a sliding scale of GPA and SAT scores. A similar standard for college GPA applies to transfer applicants. A limited number of students (15% in 1997) may be admitted as "special admits" without meeting the standards, by demonstrating potential in other ways. In 1997, only 7% of new MassArt students were special admits, the lowest percentage in the state system.

		First-Time Freshmen		Transfer Freshmen		All Freshmen	
			Percent		Percent		Percent
Under 20	181	86	13	16	194	68	
20-21	16	8	24	30	40	14	
22-24	3	2	15	19	18	6	
25-29	2	1	14	18	16	6	
30-39	2	1	10	13	12	4	
40 and Over	1	.5	4	5	5	2	
Average Age	18.8		24.8		20.5		

Freshman Age Profile, Fall 1997

	First-Time Freshmen		Transfer Freshmen		All Freshmen		BHE Category 1	
Mean SAT Verbal	554	583	560	575				
Mean SAT Math	515	524	516	533				
Mean Combined SAT	1069	1107	1076	1108				
Mean HS class rank	34%	n/a	34%	32%				
Mean HS GPA	3.05	3.03	3.05	3.15				

Freshman Academic Profile, Fall 1997

BHE category 1 consists only of first-time freshmen who meet the BHE standards, and excludes both special admits and students with exceptions, i.e., ESL and LD students.

MassArt Freshmen
National Sample

Academic ability	62.1	61.6
Artistic ability	83.4	26.5
Competitiveness	37.5	53.8
Cooperativeness	68.6	72.8
Creativity	88.2	51.4
Drive to achieve	68.6	65.8
Emotional health	39.3	54.6
Leadership ability	46.4	55.9
Mathematical ability	21.9	38.1
Physical health	42	55.5
Popularity	22.3	39.7
Public speaking ability	22	31.1
Self-confidence (intellectual)	50.3	54.4
Self-confidence (social)	39.9	49.2
Self-understanding	63.9	55.3
Spirituality	50.9	41.8
Understanding of others	68.9	65.5
Writing ability	56.8	43.4

Student Rated Self Above Average or
Highest 10 percent

MassArt Students
National Sample

Parents wanted me to go	17.4	34.9
Wanted to get away from home	17.6	19.1
Get a better job	62.4	74.6
Gain general education	84.5	58.5
Improve reading and study skills	25.3	39
Become a more cultured person	66.9	33.9
Make more money	50.6	71.2
Learn more about things	94	72.3
Prove to others I could succeed	25.3	36.3

Reasons Noted as Very Important in Deciding to
Attend College

MassArt participates in the cooperative institutional research program of UCLA, which has conducted a survey of entering freshman college students for the past 30 years. The data generated by this survey provides a more detailed profile of the experiences, attitudes, and goals MassArt freshmen, and permits comparisons with a national sample of college students. Some of the results from the 1997 survey are presented in the three tables on these pages. They present data on MassArt freshmen's motivations in attending college, their future goals and values, and their assessment of their own abilities, along with comparative data from the national sample.



	MassArt Students	National Sample
Achieve in a performing art	29.1	14.1
Become an authority in my own field	47.3	32.5
Obtain recognition from colleagues	53.7	53.2
Influence political structure	14.8	15.5
Influence social values	37.2	37.6
Raise a family	47.3	73.5
Have admin responsibility	17.2	37.1
Be very well off financially	50.3	74.9
Help others in difficulty	54	62.1
Write original works	31.9	13.8
Create artistic work	92.7	13.7
Be successful in own business	47.2	36.1
Develop philosophy of life	59.9	39.5
Promote racial understanding	33.7	30.8

Objectives Considered to be Essential or Very Important



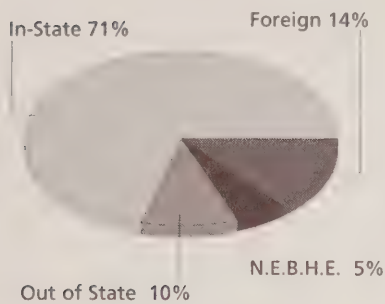
**Ethnic Background of
New Transfer Students**



	Freshmen		Sophomores & Juniors		All Transfers	
		Percent		Percent		Percent
Male	23	29	19	38	42	32
Female	57	71	31	62	88	68
White	46	58	29	58	73	56
Minority	10	13	2	4	12	9
Foreign	12	15	6	12	18	14
Not Reported	12	15	13	26	25	19
In-State	58	73	34	68	92	71
N.E.B.H.E.	4	5	3	6	7	5
Out-of-State	6	8	7	14	13	10
Foreign	12	15	6	12	18	14

Transfer Student Profile, Fall 1997

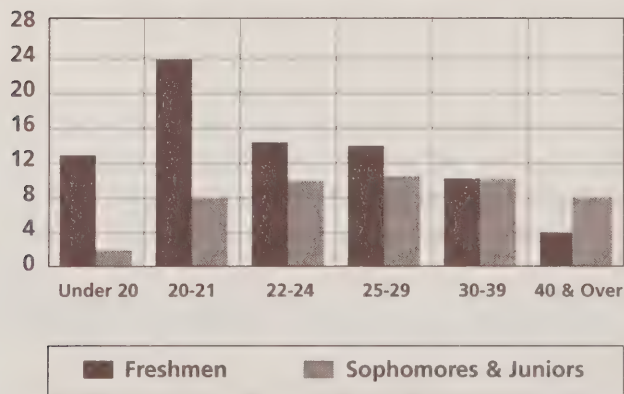
New Transfer Students by Permanent Residence



	Freshmen		Sophomores & Juniors		All Transfers	
		Percent		Percent		Percent
Under 20	13	16	2	4	15	12
20-21	24	30	8	18	33	25
22-24	15	19	10	20	25	19
25-29	14	18	11	22	25	19
30-39	10	13	10	20	20	15
40 and Over	4	5	8	16	12	9
Average Age	24.8		29.9		26.8	

Transfer Student Age Profile, Fall 1997

New Transfer Students by Age

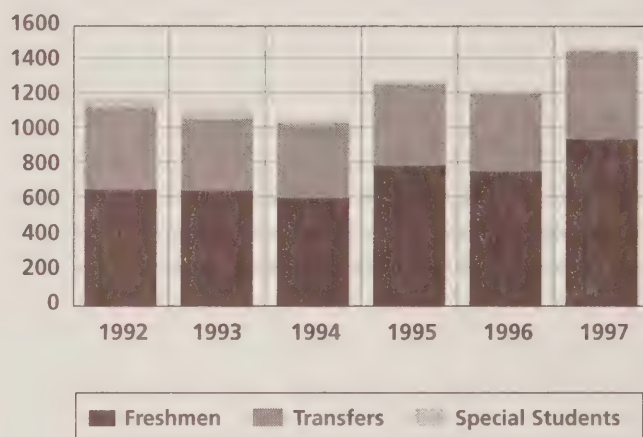


Not all transfer applicants are required to submit SAT scores or high school class rank; this data is not available for a sufficient number of students to provide an accurate academic profile.

Total undergraduate applications to MassArt have increased by 25% since 1992. Applications from first-time freshmen have increased 47%. Transfer applications have remained more constant, fluctuating slightly from year to year, and increasing only 5% overall since 1992.



**MassArt Undergraduate Applications
Fall 1992-1997**



	1992	1993	1994	1995	1996	1997
First-time Freshmen	635	643	590	778	734	935
Transfer Freshmen	258	221	242	242	233	237
Sophomores & Juniors	227	209	213	245	243	271
Special Students	45	48	27	15	14	11
Total Undergraduate	1165	1121	1072	1280	1224	1454

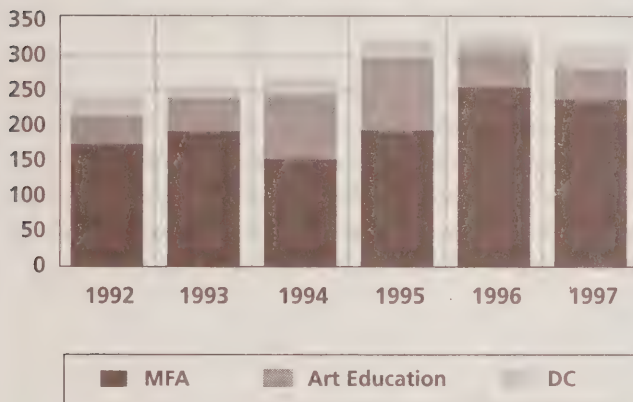
**MassArt Undergraduate Applications
Fall 1992-1997**

Application data is taken from admissions reports submitted to BHE as part of the RPEDS system, with revisions where necessary made from Admissions Office records.

Applications to PCE degree and certificate programs have increased 29% since 1992. The MFA program has experienced the largest growth, and now averages about 250 applications each year.

Applications to the art education graduate programs and the graphic design certificate have fluctuated more significantly from year to year, but each program has established a consistent range: 45 to 60 applications in art education, and 20 to 35 in graphic design.

MassArt PCE Applications Fall 1992-1997



	1992	1993	1994	1995	1996	1997
M.F.A	176	194	202	248	255	241
Art Education (MSAE/TC)	58	46	45	49	54	43
Design Certificate	33	17	29	27	18	34
Total PCE	247	257	276	324	327	318

**MassArt Graduate and Certificate Applications
Fall 1992-1997**

Graduate and certificate application data was provided by the Admissions Office, from Colleague system records.



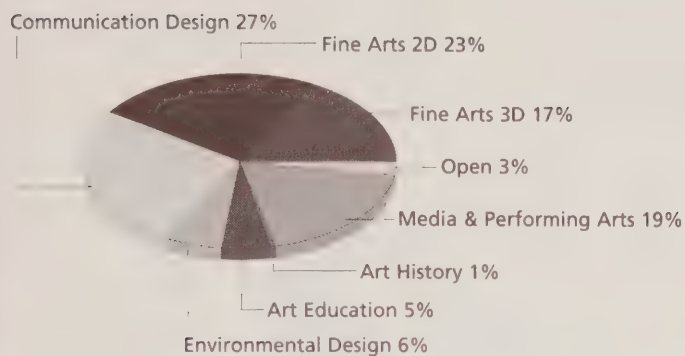
We educate students to examine *critically* the form and content
of art, both their own and others, to understand it in
historical, social, and global contexts.

Graduates

1997 GRADUATES BY DEGREE AND MAJOR	65
DEGREES AWARDED BY CONCENTRATION, 1992-97	66
POST GRADUATION ACTIVITIES	68

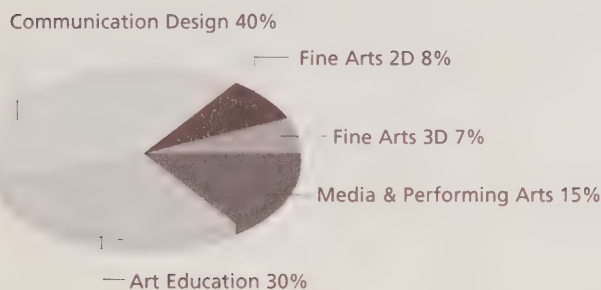


BFA's by Major



MassArt awards an average of 230 certificates and degrees each academic year. BFA's are awarded in seven majors with nineteen concentrations, and MFA's in four majors. The Masters in Art Education and post baccalaureate Teaching Certificate are also awarded at the graduate level. A design certificate is awarded through the Program of Graduate and Continuing Education.

MFA's, MSAE's, & Certificates by Major



	BFA	MFA MSAE	Certificates	Totals
Art Education	9	9	9	27
Art History	1	0	0	1
Environmental Design	11	0	0	11
Communication Design	51	4	21	76
Fine Arts 2D	45	5	0	50
Fine Arts 3D	33	4	0	37
Media & Performing Arts	36	9	0	45
Open	5	0	0	5
Total	191	31	30	252

1996-97 Degrees by Major

Totals include all degrees awarded in December 1996 and May 1997.
Dual majors are counted only once.

	91/92	92/93	93/94	94/95	95/96	96/97	Average
Art History	2	2	3	7	6	1	3
Art Education							
BFA	8	7	20	15	11	10	12
MS	10	3	5	13	15	9	9
Teaching Certificate	8	10	11	2	14	9	9
Design							
Architectural	7	4	5	4	8	4	5
Industrial	6	3	11	4	7	2	6
Fashion	15	6	4	10	8	5	8
Graphic	18	15	28	22	29	28	23
Illustration	28	21	26	25	42	23	28
Design Certificate	8	12	18	19	21	20	16
M.F.A.	3	3	4	4	5	4	4
Fine Arts 2D							
Painting	35	34	43	37	32	43	37
Printmaking	3	1	3	2	1	2	2
M.F.A.	5	7	3	5	8	5	6
Fine Arts 3D							
Ceramics	2	1	3	4	5	4	3
Glass	6	1	4	2	3	6	4
Fibers	5	3	4	2	4	6	4
Métals	2	3	6	4	5	3	4
Sculpture	11	10	10	8	8	14	10
M.F.A.	4	3	2	7	2	4	4

MassArt Graduates by Major and Concentration
Academic Years 1991/1992 to 1996/1997

Size and composition of graduating classes are affected by a variety of factors: retention and graduation rates, the popularity of concentrations within a particular class, and students' pace in completing degree requirements.

Over the past six years, Painting, Illustration, Photography, and Graphic Design had the largest and most consistent numbers of graduates. The numbers of degrees awarded in small concentrations has fluctuated more widely; the number of graduates can double or fall by half from one year to the next.



	91/92	92/93	93/94	94/95	95/96	96/97	Average
Open Majors	2	2	8	3	3	5	4
Media & Performing Arts							
Film	5	4	9	7	7	10	7
Photography	18	15	28	11	22	18	19
Studio for Interrelated Media	7	5	14	3	5	8	7
M.F.A.	13	10	9	9	14	9	11
Total BFA	180	137	229	170	206	192	186
Total MFA/MSAE	35	27	24	39	44	31	29
Total Certificates	16	22	29	21	35	29	25
Total Awards	231	186	282	230	285	252	244

MassArt Graduates by Major Concentration

Each year, the Office of Institutional Research and the Career Resource Center survey MassArt graduates, six to nine months after graduation. Results for the past two years are presented in the table below. At the time of the survey, 82% of respondents had secured employment, over half in a field related to their MassArt degree.



1996 Graduates
1997 Graduates

BFA graduates surveyed	206	160
Number responding	96	66
Related full-time job	43%	48%
Unrelated full-time job	16%	18%
Part-time job	23%	17%
Free-lance only	5%	5%
Graduate school	5%	5%
Seeking employment	4%	2%
Other activities	4%	5%

Post Graduation Activities of BFA Graduates



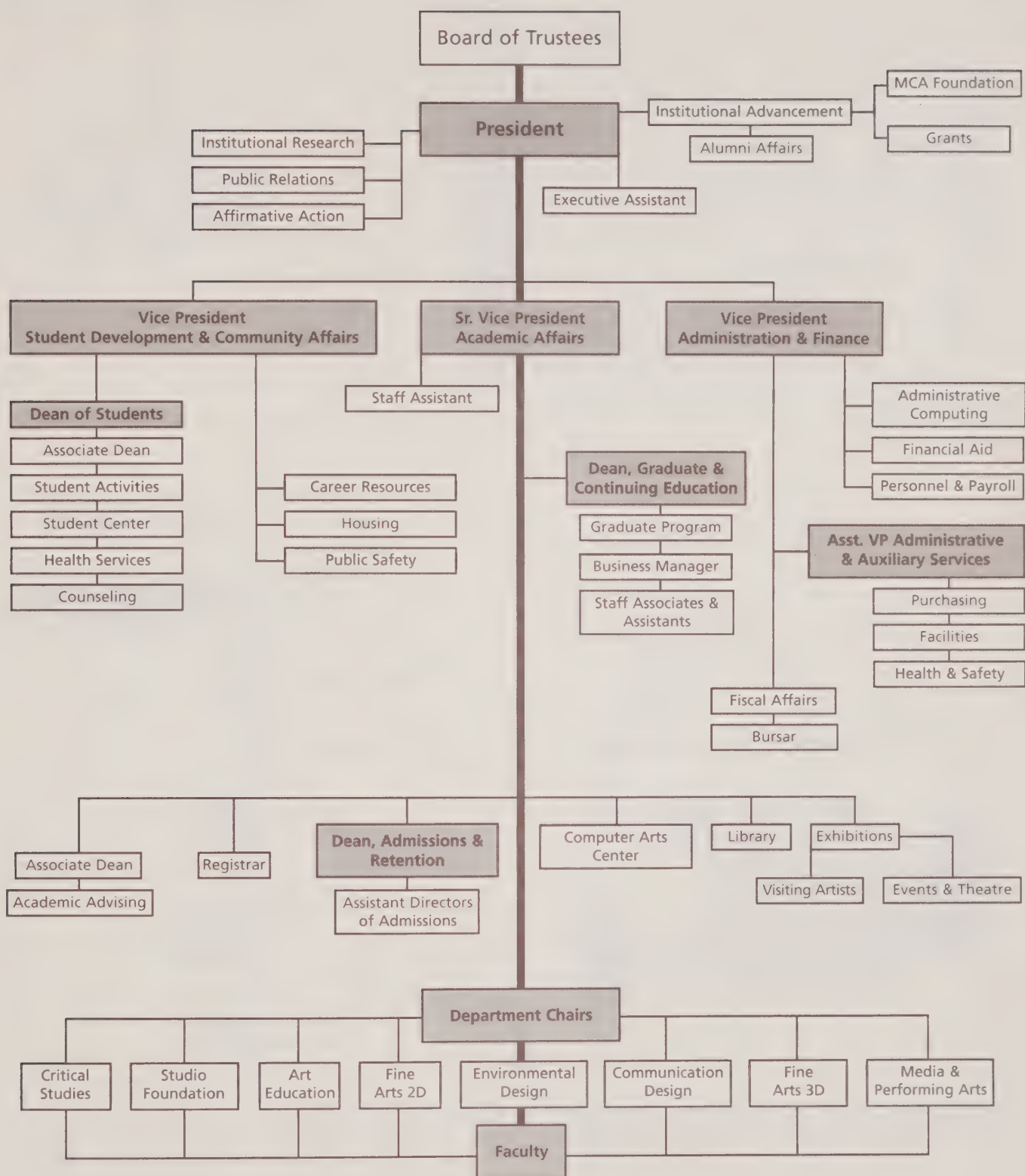


We work to build diversity and inclusivity in our faculty, staff, and student body. We seek students with excellent potential, regardless of limitations in their opportunities for preparation.

Faculty & Staff



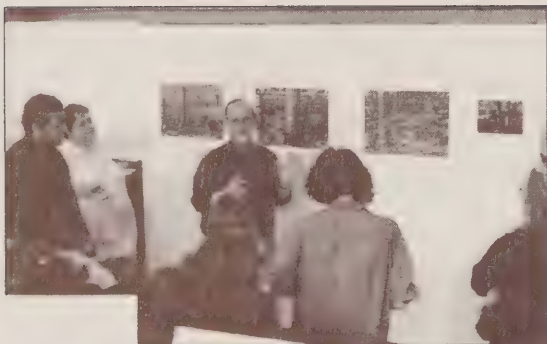
ORGANIZATIONAL CHART	73
MASSART EMPLOYEES BY JOB CATEGORY AND GENDER	74
ETHNIC BACKGROUND OF MASSART EMPLOYEES	75
FULL-TIME FACULTY BY HIGHEST DEGREE	75
MASSART FACULTY BY RANK AND GENDER	76
DAY FACULTY BY DEPARTMENT	77
FACULTY SALARIES BY RANK	77



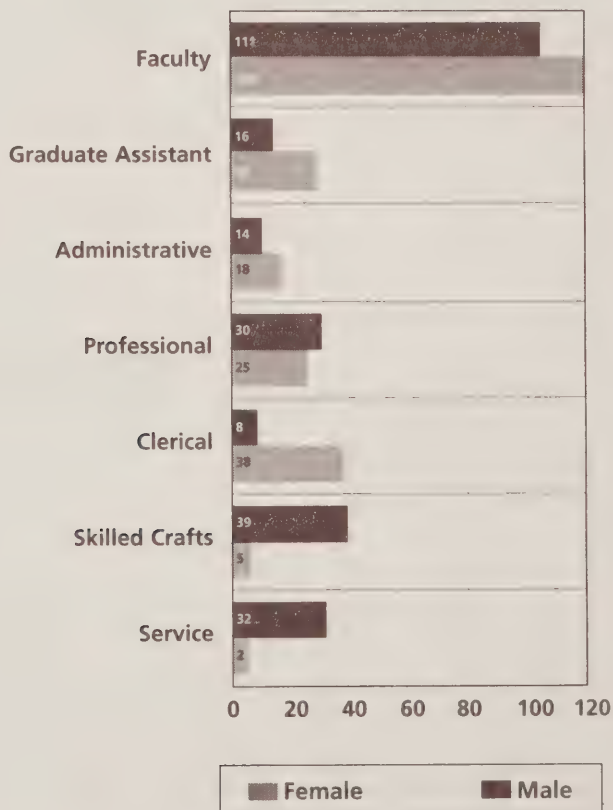
This chart presents a simplified picture of the general organization and reporting structure of MassArt. Because of space limitations, functional areas rather than individual positions are represented; a box may represent one or several positions. Relative positions of boxes do not necessarily imply a hierarchical relationship. Space available on the page, as well as reporting relationships, dictated placement of areas on this chart.

	Full-time Men		Full-time Women		Part-time Men		Part-time Women		Total
Faculty	36	30	75	90					231
Graduate Assistants	0	0	16	29					45
Executive/Administrative	14	17	0	1					32
Other Professionals	24	15	6	10					55
Clerical/Secretarial	7	35	1	3					46
Skilled Crafts	39	5	0	0					44
Service/Maintenance	31	1	1	1					34
Total	151	103	95	134					487

**MassArt Employees by Job Category and Gender
October 1997**



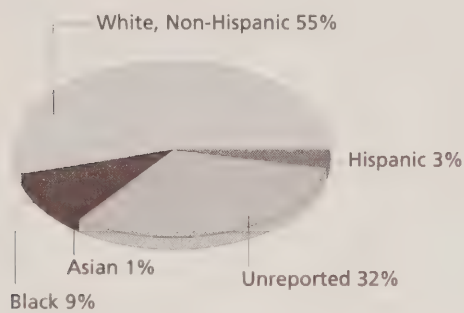
**MassArt Employees by Job
Category, October 1997**



Data taken from the IPEDS Fall Staff Survey, for employees on the payroll as of October 1, 1997.

Part-time faculty includes permanent part-time ('01'), and adjuncts ('03'), both day and PCE.

Employees by Racial/Ethnic Background



	Full Professor	Assoc. Professor	Asst. Professor	Total
Doctorate	7	4	7	18
MFA	21	7	3	31
Other Masters	7	4	2	13
Baccalaureate	1	0	3	4
Total	36	15	15	66
Percent w/ Tenure	97	60	0	67
Percent w/ Terminal Degrees	78	73	67	74

Full-time Faculty by Rank and Highest Degree

Fourteen percent of all MassArt employees reported minority ethnic backgrounds (20% of those who reported this information). The largest number of minority employees are in support staff positions, and comprise 37% of the total staff. Seven percent of employees in administrative and professional positions reported minority ethnic backgrounds.

	Faculty		Administrators & Professionals		Support Staff		Total	
	FT	PT	FT	PT	FT	PT	FT	PT
White, Non-Hispanic	59	23	65	16	73	5	197	44
Black/African American	5	1	4	1	29	0	38	2
Hispanic	1	0	1	0	13	0	15	0
Asian	1	1	0	0	3	0	4	1
Unreported	0	141	0	0	0	0	0	141
Total	66	164	70	17	118	5	254	188

Ethnic Background of MassArt Employees, October 1997

Graduate assistants are not included. Ethnic data is not collected for adjunct faculty. Support staff includes clerical, skilled crafts, and service/maintenance employees.

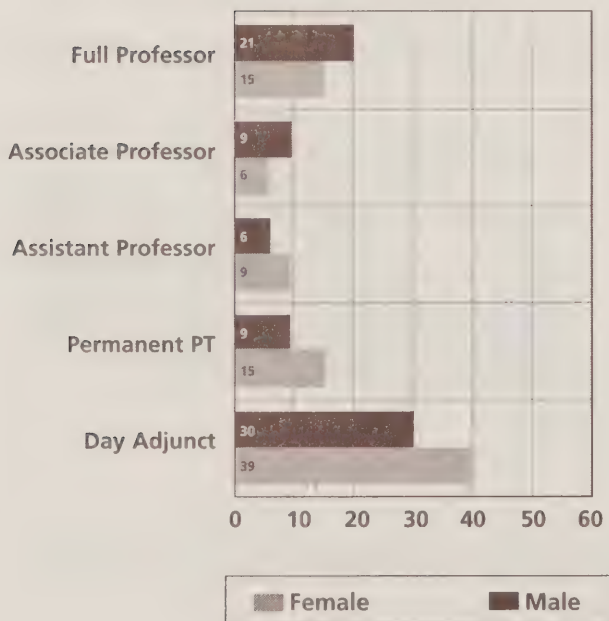
Terminal degrees include doctorates and MFA's.

Data source: 1997 HEADS report

	Full-time	Male	Female	Total
Full professor	21	15	36	
Associate professor	9	6	15	
Assistant professor	6	9	15	
Total full-time	36	30	66	
Permanent part-time	9	15	24	
Day adjuncts	30	39	69	
Total part-time	39	54	93	
Total	75	84	159	

Fall 1997
MassArt Faculty by Rank and Gender

Faculty by Rank and Gender



Data source: 1997 HEADS report. PCE adjunct faculty are not included.

Full-time
Part-time '01'
Part-time '03'
FTE Faculty

Critical Studies	16	4	8	20.00
Studio Foundation	5	2	25	14.50
Art Education	3	3	6	6.00
Communication Design	7	4	16	14.25
Environmental Design	5	6	12	13.25
Fine Arts 2D	10	2	7	14.25
Fine Arts 3D	9	1	14	12.50
Media & Performing Arts	11	1	13	15.25
Total Faculty	66	23	101	110.00

Day Faculty by Department, Fall 1997

The numbers of part-time '03' faculty shown in this table are duplicated counts, and include all adjuncts teaching in departments in fall 1997. Some adjuncts teach in more than one department, and are counted in each. The FTE faculty is computed by dividing the number of regular '03' sections taught in a department by the normal full-time departmental course load, and adding it to the FTE of '01' faculty. Sections taught by '03' instructors to replace release time given to full-time faculty for teaching in the graduate program are not included in computing the FTE.



Number
Minimum
Maximum
Average

Full Professor	36	\$44,866	\$73,347	\$54,871
Associate Professor	15	\$39,783	\$55,693	\$923
Assistant Professor	15	\$34,266	\$47,000	\$39,475
All Ranks	66	\$34,266	\$73,347	\$49,107

Full-time Faculty Salaries by Rank, Fall 1997

Data sources: 1997 HEADS report, Academic Affairs faculty workload report.



We embrace new technologies as opportunities to advance the creative potentials of our disciplines, and promote innovative and responsible uses of technology in the realization of artistic concepts.

Finances

MASSART BUDGETS, FISCAL YEARS 1992 TO 1997	81
FISCAL YEAR 1997 REVENUE BY SOURCE	82
FISCAL YEAR 1997 EXPENDITURES BY FUNCTION	83
FUNDRAISING AND ENDOWMENT	84
CAMPUS FACILITIES	84
STUDENT FINANCIAL AID	85

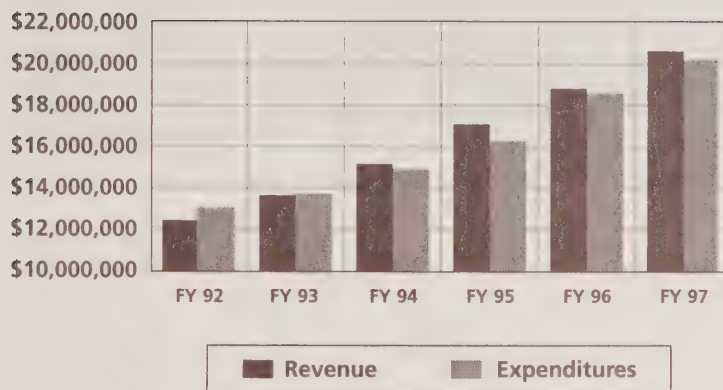


Since fiscal year 1992, total MassArt revenue has increased 65%, while expenditures grew by 56%. During this period, tuitions and fees have increased to 42% of total revenues; the state appropriation decreased in relative size, from 51% to 40% of the total. When the value of fringe benefits paid directly by the state is included, state support for MassArt comprises 47% of the college's revenues.

Beginning with the IPEDS Finance Report for FY96, the value of fringe benefits was added to the amount reported for state appropriation, and to expenditures by categories. This value was calculated at \$2,719,037 in FY97.

To allow for multiyear comparisons, this amount has been excluded from both revenues and expenditures in the table and graph on this page. It is included in the tables on the following pages.

MassArt Revenues & Expenditures



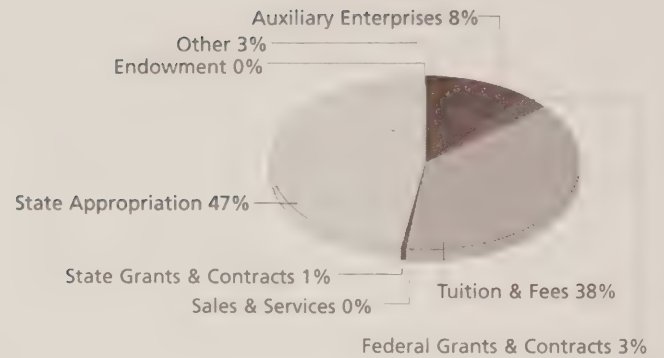
	Total Revenue	Total Expenditures
FY92	\$12,469,817	\$13,087,825
FY93	\$13,760,122	\$13,810,338
FY94	\$15,391,941	\$15,305,725
FY95	\$17,017,646	\$16,264,494
FY96	\$18,751,221	\$18,659,204
FY97	\$20,580,089	\$20,455,090

MassArt Revenue & Expenditures, Fiscal Years 1992 to 1997

Data source: IPEDS Finance Reports

The fiscal year runs from July 1 through June 30. Fiscal year 1997 (7/1/96 - 6/30/97) is the most current data available.

Revenue by Source



Tuition & Fees	\$8,741,708
State Appropriations	\$11,023,226
Federal Grants & Contracts	\$694,988
State Grants & Contracts	\$169,671
Endowment Income	\$16,502
Sales & Services	\$94,204
Auxiliary Enterprises	\$1,762,711
Other Sources	\$796,116
Total	\$23,299,126

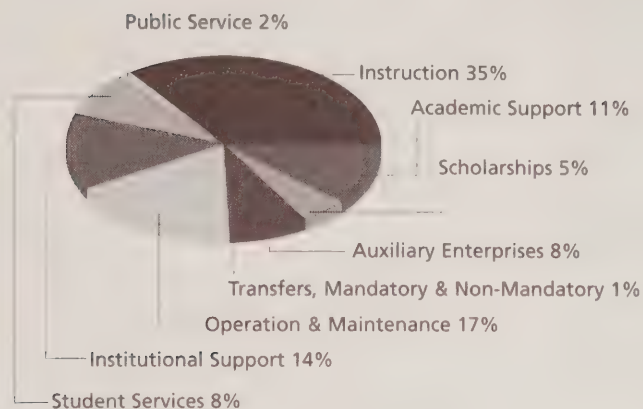
Current Revenue by Source Fiscal Year 1997

Endowment income does not include income from funds controlled by the MassArt Foundation.

State appropriations are the colleges basic operating appropriation. State grants and contracts consists of state scholarships and revenue for specific projects.

Federal grants and contracts includes Pell grants awarded to MassArt students.

Expenditures by Function



Instruction	\$8,087,268
Public Service	\$362,907
Academic Support	\$2,642,622
Student Services	\$1,839,341
Institutional Support	\$3,217,817
Operation & Maintenance	\$4,012,730
Scholarships & Fellowships	\$1,144,702
Mandatory Transfers	\$55,418
Non-mandatory Transfers	\$62,252
Auxiliary Enterprises	\$1,749,070
Total	\$23,174,127

Current Expenditures by Function Fiscal Year 1997

Scholarships and fellowships includes all awards made by the college, regardless of the source of funds. Pell grants are included.

Auxiliary enterprises are essentially self-supporting operations of the college, such as dormitories and food service, which charge a fee related to the cost of the service.

	FY 95	FY 96	FY 97
Revenue, Grants, and Other Support			
Contributions	\$135,283	\$94,283	\$205,809
Programs & Awards	\$79,531	\$235,167	\$636,985
Events	\$118,625	\$135,414	\$183,346
Interest and Dividends	\$15,445	\$31,805	\$35,182
Total Income	\$348,884	\$496,669	\$1,061,322
MassArt Endowment Values			
College controlled funds	\$325,825	\$331,130	\$334,206
Foundation controlled funds	\$442,066	\$526,202	\$1,096,564
Total endowments	\$767,891	\$857,332	\$1,430,770

Funds Raised by the MassArt Foundation, 1995 to 1997

Declining state support for higher education has intensified MassArt's focus on private fundraising. The college pursues funds from a variety of private sources, including foundations, business and industry, and individual donors; and engages in fundraising activities such as the annual art auction. Fundraising results presented in the table above document MassArt's success in increasing revenue from alternative sources. Funds raised have been directed towards scholarships, the endowment, and the Fund for Academic Excellence, which supplements the college's operating budget.

	Assignable Area	Gross Area
Collins	27,000	46,750
North	40,000	59,500
East	65,250	105,450
Tower	156,190	273,000
South	41,000	74,000
Kennedy	77,000	132,000
Smith Hall	25,000	32,000
Hot Shop	2,500	2,500
Campus Total	434,340 sq. ft.	703,450 sq. ft.

Square Footage of MassArt Campus Buildings

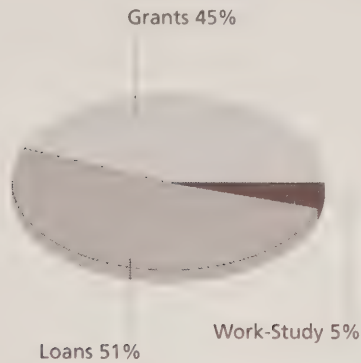
MassArt's campus has been extensively renovated over the past ten years, and provides state-of-the-art facilities in traditional and contemporary art disciplines. The seven building complex includes printmaking studios, ceramic kilns, a glass furnace, foundry, woodshop, darkrooms, seven art galleries, and one dormitory (Smith Hall). There are more than 200 computer workstations available for student use. The Morton Godine Library contains over 90,000 volumes, 2500 videotapes and films, 550 periodicals, and 100,000 slides, as well as the college archives. At over 400,000 square feet, MassArt has one of the highest space to students ratios of any art college in the nation.

In the table above, assignable area refers to usable space, while gross area includes utilities and circulation spaces.

Fundraising data is from MassArt Foundation audited financial statements.

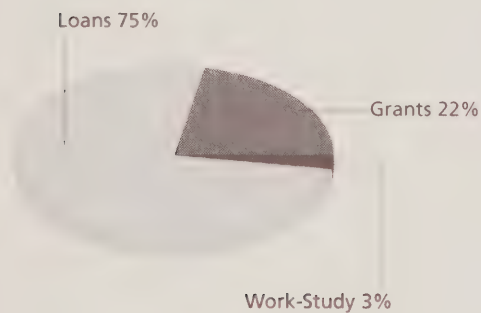
Campus data provided by the Office of Administrative Services, derived from 10/83 Master Plan and from Kennedy Building and South Hall drawings; plus Hot Shop.

Number of Financial Aid Awards



Sixty-five percent of MassArt matriculated undergraduates received financial aid in fall 1997. Twenty-five percent received grants; 57% received loans; and 7% were employed in college work-study jobs. Ten percent were awarded parent loans.

Amount of Financial Aid Awarded



	Amount Award	Awards	Average Award
Pell Grants	\$611,422	351	\$1742
SEOG	\$124,000	125	\$992
Mass State Scholarship	\$112,274	199	\$564
Tuition Cash Grant	\$49,187	52	\$946
Outside Scholarships	\$423,611	205	\$2066
Tuition Waivers	\$188,021	195	\$964
MCA Scholarships	\$14,000	14	\$1000
MCA Foundation Scholarships	\$43,569	82	\$531
Total Grants/Scholarships	\$1,566,084	1223	\$1281
Federal Student Loans	\$4,408,586	1200	\$3674
Federal Parent Loans	\$891,795	154	\$5791
No Interest Loans	\$49,800	34	\$1465
Total Loans	\$5,350,181	1388	\$3855
College Work Study	\$185,040	129	\$1434
Total Financial Aid	\$7,101,305	\$2,740	\$2,592

Academic Year 1997/98 Financial Aid by Type of Award

The number of awards shown in the table is a duplicated count; most students receive more than one type of financial aid.

Awards for all terms, both day and PCE, are included in totals.

C R E D I T S

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Group Photo 1885

Towards the Next 125 Years

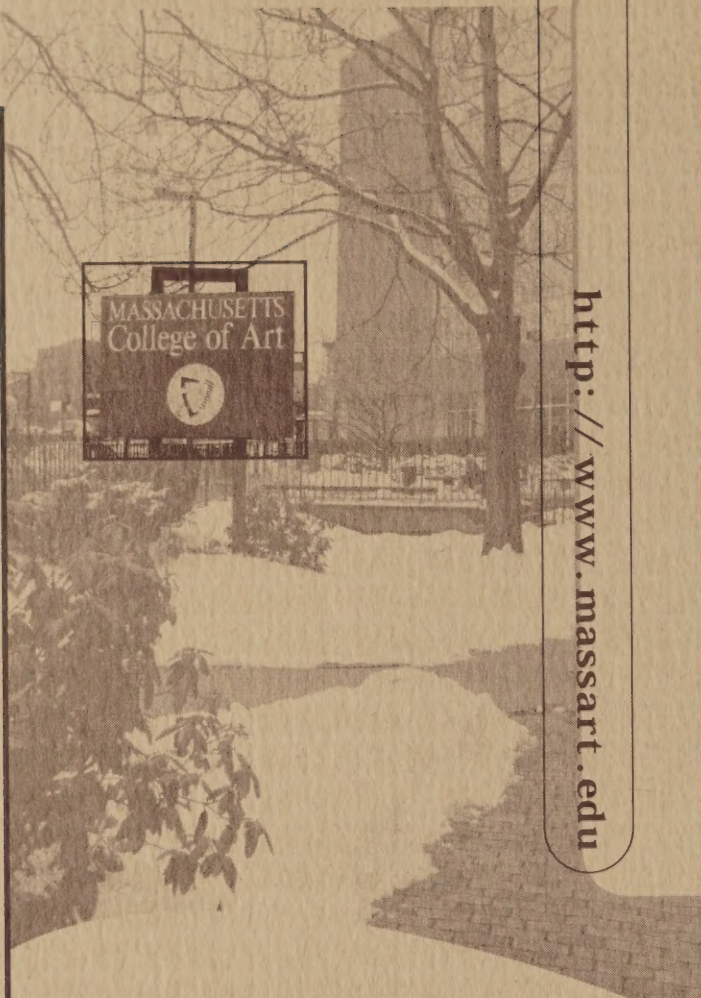
Massachusetts College of Art facilitates a kind of learning that is visual. It's about seeing thoughtfully and thinking visually, and, of course, employing those skills to make images and objects that serve us well, and at many levels. But we intend more than just a pun, when we say that our education is visionary. **Visionary means seeing with the imagination, using the mind's eye to see beyond the present, to the future or the past, and seeing beyond the obvious, to the possibilities and impossibilities and all their implications.** It's a tall order, but at MassArt, we believe it falls on our doorstep.

This college has had extraordinary success in supporting economic development and human development hand in hand for 125 years. As a social force, our graduates have a record of designing the products, packaging, fine art, communications, and curricula that have spurred growth in our regional and national economies. But also consider our graduates as individuals: how they pursued their careers and lived their lives. It's clear they have thrived and delighted in their ability not only to see and to make, but also to envision.

We at MassArt look forward to the choices any college must inevitably make during the next 125 years. **Our core commitment to visionary education will inform all of those choices.**

Katherine H. Sloan,
Tenth President of Massachusetts College of Art





<http://www.massart.edu>

125

MASSACHUSETTS
COLLEGE OF ART
1873-1998



Andy White, sculpture

CELEBRATING OUR 125TH ANNIVERSARY

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